



WEST SHORE SCHOOL DISTRICT

District Level Plan

July 1, 2020 - June 30, 2023

District Profile

Demographics

PO Box 803
New Cumberland, PA 17070-0803
717-938-9577
Superintendent: Todd Stoltz
Director of Special Education: Deanne Ryan-Washington

Planning Process

The District's Comprehensive Planning (CP) committee is comprised of parents, community representatives, teachers, and administrators. This committee first met in February 2019 to begin looking at the District's CP. All CP members volunteered to serve on one or more of the District's three (3) subcommittees. These subcommittees are: Professional Education, Special Education, and Safe and Supportive Schools. Subcommittees are chaired by District Administrators. The subcommittee chairs met as part of the District's Instructional Team to collaborate and determine compliance with the state's revised planning process. Information about the Comprehensive Planning process is also included in its own section on the District's website.

Mission Statement

The West Shore School District is committed to providing this generation with a quality education serving as a foundation for responsible and successful citizenship.

Vision Statement

The vision of the West Shore School District is to continuously cultivate a safe and invitational school climate that welcomes the involvement of students, parents, educators, staff, and the community.

Working cooperatively, the school community will nurture lifelong learners who adapt to the diverse and changing global society.

The District insists upon a dynamic approach to teaching and learning that fosters continuous improvement.

Shared Values

Members of the West Shore School District community share the following values:

Student Learning

- We believe all children can learn.
- We believe students must become more responsible for their own learning as each year progresses.
- We believe students must develop the adaptive skills to successfully respond to the diverse and changing global society.
- We believe learning must occur in an emotionally secure, physically safe, and academically supportive environment.

Professional Practice

- We believe motivated, adaptable, and well-trained staff are critical for student achievement.
- We believe for our schools to consistently improve we must continuously evaluate our efforts to ensure individual student needs are being met.
- We believe relationships must be cultivated to foster a safe and invitational school climate.
- We believe resources must be provided and managed in a fiscally responsible manner.

Relationships Among Members

- We believe a quality education requires the total involvement of students, parents, educators, staff, and the community.
- We believe positive teacher/student relationships empower students to realize their academic potential.
- We believe education is a lifelong endeavor.
- We believe in the collaboration of ideas, abilities, and resources.

Educational Community

The West Shore School District

Its Community

The West Shore School District is located in south-central Pennsylvania across the Susquehanna River from Harrisburg, the capital of Pennsylvania. West Shore is the second largest suburban school system in

the greater Harrisburg metropolitan area. The District's headquarters, the Administration Center for Education, is located on Fishing Creek Road in northern York County.

The West Shore School District encompasses 78 square miles in the boroughs of Lemoyne, New Cumberland, Wormleysburg, Goldsboro, and Lewisberry and the townships of Fairview, Lower Allen, and Newberry in eastern Cumberland and northern York counties. Its residents enjoy the option of urban, suburban, or rural living. Approximately 55 percent of the student population comes from York County, with the remaining 45 percent coming from Cumberland County.

Our Organization / Staff

The West Shore School District was formed in 1966 under a state reorganization act. Five districts-Lower Allen, New Cumberland, Lemoyne, Wormleysburg, and Red Land-were involved. The 78 square miles covered by the District include a population of approximately 59,000 residents. The student enrollment in grades K-12 is approximately 7,900.

The staff of the District includes over 585 professional and 420 support service personnel. The District is led by Superintendent Todd Stoltz. The administrative staff consists of cabinet and central office administrators, as well as building level administration.

Educational policy is set by a nine member Board of School Directors with three directors elected from each of three regions. Although directors are elected by voters in each of these regions, each Board member represents the entire West Shore School District. They are elected to serve four-year terms of office. This method of election ensures the Board has experienced members serving at any one time.

The District has a contract with the West Shore Education Association, an affiliate of the state and national education associations. It covers all professional employees except administrators. A six-year Collective Bargaining Agreement began on September 1, 2014, and ran through August 31, 2020. The District and the Association continue to honor the expired contract.

The District has a contract with District Council 89 of the American Federation of State, County, and Municipal Employees. It covers full-time and part-time support employees including bus drivers, custodians, food services, and maintenance employees. (Some exceptions do apply.) A four year Collective Bargaining Agreement began on January 1, 2016, and runs through June 30, 2020.

Our Support Services

The District bus fleet is operated in partnership with First Student to transport approximately 7,400 students daily. Sixty-seven percent of the student body participates in the school lunch program. The District's cafeterias serve a type A lunch as defined by the National School Lunch program and provides a la carte lunch service, as well. A breakfast program is also available at each school. A point-of-sale

program in all school cafeterias enables parents to establish accounts for their children, thus eliminating the need for children to bring lunch money each day.

Our Curriculum

West Shore's curriculum is designed to meet the needs of learners across the continuum. Instructional Design, the curricular guidebook created and maintained by the District, provides direction for the entire curriculum, K-12. A prescribed cycle of curriculum review offers an ongoing opportunity to monitor course offerings, research, review, and updates as needed. Both mini-curriculum and grade level committees provide the forum for curriculum review. Teacher committees, chaired by principals and/or area supervisors, commit to an ongoing, in-depth study and review of designated curricular areas.

West Shore hosts a comprehensive academic, technical, career and vocational program. The two high schools have programs designed to capitalize on the special talents and interests of each student. All programs comply with, and frequently exceed, the Pennsylvania Academic Standards. The high school curriculum is comprehensive with over 150 different courses, excluding special education offerings, available to students. College preparation, Advanced Placement, technology education, vocational and career education, business education, arts (visual and performing) education, and fitness education are available to each student from which to select a progressive arrangement of study. School-to-work initiatives enable students to explore future career possibilities. Army JROTC programs at both high schools provide an opportunity for students to enhance their leadership skills.

Middle level education features a strong academic program featuring planned courses in math, science, language arts, social studies, computer education, physical education/health, and the unified arts. Electives supplement students' learning experience. The elementary program features an emphasis on reading and writing across all curricular areas. Enrichment opportunities and integrated arts complement a comprehensive curriculum.

To address individual educational needs, the District provides a wide variety of instructional opportunities to students who may need modifications to the instructional process and/or curriculum beyond the regular classroom setting. Early intervention programs are available for preschool children from age three to school age. This service addresses preschoolers who are thought to have problems in learning, communication, behavior, sensory functions (vision and hearing) and other areas of development, such as play and socialization.

Special education programs (K-12) address the needs of eligible (as determined by state and federal guidelines) students who require specially designed instruction. A full continuum of educational services from itinerant to full-time interventions are available to address unique learning needs while providing every opportunity for maximum integration with non-eligible peers when appropriate. Students not found eligible for special education may access support services through other District programs. Additionally, the West Shore Academy provides an Alternative Education Program for secondary students who have difficulties functioning in regular classroom environments.

Our Facilities/Resources

District facilities include 19 buildings. Over 298 acres of fields provide outdoor recreational areas for student and community activities. Twenty-one athletic facilities are maintained, including playing fields, a stadium, and a natatorium. The District takes great pride in its facilities and follows a comprehensive schedule for the maintenance and upgrading of its facilities.

The District's Internet web site (<http://www.wssd.k12.pa.us/>) is a source for information about our schools and policies and is an excellent resource for students and parents. Additionally, lunch menus, school delays/cancellations, athletic schedules, and employment opportunities are posted. A monthly online activities calendar enables parents to plan ahead for special school events. Board meetings and study sessions are also broadcast live via the web on the evening of the meetings. Many teachers maintain homework pages as yet another communication vehicle with parents.

Special Programs/Community Involvement

Numerous avenues exist for parents and community members to become actively involved in the educational process. Parent/Teacher Organizations at the elementary schools and Principals' Advisory Councils at the secondary schools provide opportunities for involvement at the building level.

The District's Partners in Education (PIE) program, which originated in 1983, has experienced tremendous growth over the years. Currently, over 100 business and community representatives volunteer time, resources, and funding to support the District's educational programs. This strong link to the business community enables the District to keep abreast of the emerging trends and needs of industry, and also affords students the opportunity to learn first-hand the education and skills necessary to be successful in today's work force.

The West Shore Foundation provides encouragement through financial support of selected projects to enhance the educational mission of the West Shore School District. The Foundation sponsors the annual Academic Bowl competitions at the elementary and middle school level, awards scholarships to graduating seniors, hosts cultural events for students, funds student leadership initiatives, and provides teacher innovation grants, etc.

Foundation meetings are held regularly during the school year at the Administration Center for Education. Parents and members of the West Shore community are encouraged to become actively involved in Foundation activities.

Student Activities

West Shore offers all students the opportunity to expand and refine their skills through a vast array of supplemental programs geared to meet their physical, social, emotional, and intellectual abilities. Co-

curricular clubs and activities at each level enable students to capitalize on individual strengths and interests.

At the high school level, both schools participate in the Pennsylvania Interscholastic Athletic Association (PIAA) offering competitive teams in numerous varsity and junior high sports.

Hundreds of students participate in the seasonal sports generating athletic scholarship opportunities to supplement academic prowess.

Junior high athletic competition features opportunities for students to participate in Junior high basketball, cross country, field hockey, football, soccer, track & field, volleyball, and wrestling. Students are encouraged to participate in school life through the club offerings featuring community service activities, various music groups, yearbook, and an array of interesting offerings.

Elementary level clubs and activities afford opportunities through academic and non-academic venues for students to become involved. Academic Bowl contests along with school spirit, community service activities, and student council groups are aspects of the comprehensive elementary program in West Shore.

Cedar Cliff and Red Land High Schools host dozens of club activities to enhance and supplement the classroom experience. Activities may feature a focus on community service, academics, social activity, or peer mediation and cultural diversity.

Throughout the curriculum, students are engaged in music education with performance venues offered in the intermediate elementary grades through high school. Annually, high school students are selected to participate in district, regional, state, and national performance ensembles. West Shore's bands, orchestras, and choruses are a source of pride and among the best in public education.

The District's Natatorium, housed at Red Land High School, affords students the opportunity to incorporate swimming into the curriculum. Second grade students learn to respect and enjoy the water. Fourth graders improve stroke techniques. Boating safety awareness is taught in sixth grade as students are instructed in the proper safety procedures for recreational boating. Ninth grade students are introduced to many water-related activities such as water polo, snorkeling, aquacise, and deep water aerobic conditioning.

Planning Committee

Name	Role
Ryan Argot	Administrator : Schoolwide Plan
Thomas Burnheimer	Administrator

Ryan Edwards	Administrator
Tyler Gensler	Administrator : Professional Education
Jen Homoki	Administrator : Special Education
Tom Ryan	Administrator
Geraldine Ryan-Washington	Administrator : Special Education
Todd Stoltz	Administrator : Professional Education
Nicole Taylor	Administrator : Special Education
Jamie Whye	Administrator : Professional Education
Judy Crocenzi	Board Member
Gib Parthemore	Business Representative : Professional Education
Sue Smith	Business Representative : Professional Education
Tom Falvo	Community Representative : Professional Education
Abby Tierney	Community Representative : Professional Education
Laurie Vitale	Ed Specialist - Instructional Technology : Professional Education
Jackie Behney	Ed Specialist - Other : Professional Education Schoolwide Plan
Megan Naugle	Elementary School Teacher - Regular Education : Professional Education
Alex Pepper	Elementary School Teacher - Regular Education : Professional Education
Paula Conrad	Elementary School Teacher - Special Education : Special Education
Shelly McGowan	High School Teacher - Regular Education : Special Education
Jen Post	High School Teacher - Regular Education : Professional Education
Matthew Wagoner	High School Teacher - Regular Education : Professional Education
Krepps Aubrey	Middle School Teacher - Regular Education
Jeannette Fodness	Middle School Teacher - Regular Education : Professional Education
Zach Potteiger	Middle School Teacher - Regular Education : Professional Education
Hockenberry Elizabeth	Middle School Teacher - Special Education : Professional Education
Myers Mikayla	Middle School Teacher - Special Education
Melissa Herbert	Parent : Professional Education

Brigette Vogelsong	Parent : Special Education
Kelli Williamson	Parent : Professional Education

Core Foundations

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Many interventions and supports are in place as a means of assuring growth in student achievement. These include, but are not limited to, such as School Wide Positive Behavior Support models, community partnerships that provide mentorship and supports to students and families, Student Assistance Program, Child Study Teams, Multi-Tiered Systems of Support models, participating in the CASSP model with county agencies, extended learning opportunities (both after school and in the summer), Teaching, Educating And Mentoring partnership with local police departments, social work services, school based mental health services, services for homeless students and families.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

At this point in time, the District has not made a decision regarding security officers in school buildings. We are served by five (5) local law enforcement agencies, so agreement with this group would be necessary to implement SROs. Other options could include school police force or armed or unarmed school security staff.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

Information about gifted services and programs as well as contact information is printed in the local newspaper as part of the required Annual Public Notice. Information is also posted on District and individual building web pages and is included in the District handbook, provided to all current students. The student handbook is also provided to families new to the District as part of registration. The Multi-Tiered System of Support (MTSS) process, where high achievers are discussed, is also a talking point for principals to discuss in newsletters and at parent meetings.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

Screening begins in kindergarten with a locally developed assessment administered to all KG students. Students whose results fall above the norm are referred for further screening. In 2nd, 4th, and 6th grade, the InView Ability Test, a nationally normed assessment is administered. In all of these situations, should scores indicate a high level of achievement, the school counselor gives the student an individually administered achievement test. Students scoring in the high range are brought forward for further discussion to review day to day performance in the classroom. Results obtained on individual student assessments such as Study Island assist in identifying students who may be in need of enrichment and/or acceleration.

If the data suggests that a student is in need of enrichment or acceleration, a permission to evaluate is issued to the parent to conduct a formal assessment. In addition to looking at assessment results, classroom teachers may bring a student who demonstrates high ability forward to the Multi-Tiered System of Support (MTSS) team for discussion. Parent conferences are an opportunity to discuss high achieving students as well as options to meet their needs.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

Gifted eligibility is determined by the team with data collected through a gifted written report. Information is collected from a variety of sources including parent and teacher input, standardized assessments, curriculum based assessments, rating scales/checklists and classroom performance. Attention is given to the results of intelligence testing, both in regards to the full scale IQ and to a student's cognitive ability when the influence of processing speed and memory are minimized. Examination of each of the five multiple criteria established by Pennsylvania gifted regulations is critical as determination of gifted eligibility is not based on IQ score alone. The team also determines whether a student is in need of gifted programming by reviewing the data

collected in the gifted written report. Team members include the parent, teacher, certified school psychologist, LEA representative and other individuals as appropriate.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

Students receive gifted support in the West Shore School District receive services through a board spectrum of offerings. From elementary through high school, District offerings include strategies that accelerate, enrich or are a combination of both. Students may be pulled out of regular education for replacement instruction that accelerates as well as enriches their educational experiences. Teachers of the gifted may also enter the regular education classroom to provide enrichment activities in a co-teaching mode or through consultation with classroom teachers. Additionally, students in the gifted program are afforded the opportunity to participate in enrichment activities outside of the classroom which include but are not limited to exploratory projects and activities, field trips and academic competitions.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

NA

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X

Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X
Supports for Homeless students and families	X	X	X	X

Explanation of diagnostic, intervention and referral services:

NA

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education		X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

NA

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Social Media	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Connect-Ed Phone calls in critical situations	X	X	X	X
During kindergarten registration	X	X	X	X
Atletic and mandated Physicals	X	X	X	X
During Dental Screening	X	X		
Through Social Media	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

IEP meetings, 504 meetings, student data meetings, through email, conferences, phone calls, team planning, team meetings, School Attendance Improvement Conferences, MTSS.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The Capital Area Intermediate Unit holds the MAWA for Early Intervention Services for its twenty-four member districts. West Shore makes its kindergarten curriculum available to private kindergartens located within the District and has provided professional development opportunities to preschool staff so as to align their curriculum with the District's. Through contracts, before and after school care for elementary students is available at all schools and infant care is available for teen parents. In several of the District's communities, there are after school programs that include tutoring, provided by churches and other agencies. The District collaborates with local faith-based organizations to provide after school programs to students. Students have access to workforce development programs through classroom instruction as well as field experiences. Title I tutoring is available for eligible students. Parents and students may secure tutoring through private agreements with interested teachers. At the secondary schools, homework clubs and peer tutoring programs are in place. Student service organizations provide tutoring at the middle and elementary schools.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

West Shore School District coordinates with the Capital Area Intermediate Unit (CAIU) who serves preschool age children with disabilities through Early Intervention. WSSD and CAIU work collaboratively to identify and service children with disabilities and ensure a transition to Kindergarten, “without interruption in program, and with appropriate procedural protections, as required under 20 U.S.C.§1419 (IDEA)” (PDE-BEC). Specific strategies to ensure a seamless transition into the school-age setting are in place on an annual basis.

First, WSSD and the CAIU co-sponsor an annual Parent Orientation workshop that provides an awareness of the transition process to parents and outlines Special Education supports and services provided by the District. Second, transition to school-age programming meetings are held for each student in collaboration with the parent(s), CAIU and outside agency service providers when appropriate. Outcomes from these meetings ensure that Special Education programs, supports, and accommodations for each child are not interrupted as they transition into Kindergarten. Last, the CAIU and District communicate on a regular basis through student observations, participation in MDE/IEP meetings and dialogue with current service providers.

Core Foundations

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Summer Academies; in-service days throughout the year; access 24-7 to on-line PD; substitutes brought in for teachers to attend PD; conferences; faculty meetings; some buildings have created Professional Learning Communities (PLC). We also support PD through graduate work

and PILS courses. One of the groups identified a need for more professional development for teachers in the area of gifted education. The trainings we are doing with personalized learning has not occurred with all teachers yet. Teachers who have been trained attend to the needs of all learners.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

NA

Professional Development

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Information contained within the Educators Performance Plan (EPP). The District calendar includes professional development time which is scheduled to meet student and teacher needs throughout the year and accross all levels and departments to facilitate continuous improvement.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

NA

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

NeTS and TIPS – Teacher Induction and Preparation for Service.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

NA

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- New teachers participate in year one and year two induction programs as part of the teacher contract. We also provide access to Eduplanet.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

We have regular administrative and inductee meetings in addition to the submission of materials to the Assistant Superintendent for Curriculum and Instruction. Principal, mentor, and new teacher each receive handbooks detailing responsibilities throughout the year. Lesson Plan reflection occurs monthly.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

NA

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Building administrators review qualifications of staff prior to selection of mentors.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

NA

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X			X		
Best Instructional Practices	X	X		X		
Safe and Supportive Schools	X					
Standards	X	X		X		
Curriculum	X	X		X		
Instruction	X	X		X		
Accommodations and Adaptations for diverse learners	X	X				
Data informed decision making	X					
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

NA

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

We have a defined checklist to confirm appropriate follow through on the timeline of activities above. This checklist is signed by building administration, mentors, and inductee before being submitted to the Assistant Superintendent for Curriculum and Instruction.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
United Methodist Home for Children	Nonresident	West Shore School District	35

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
River Rock Academy	Other	Alternative Education, Emotional Support, Learning Support	4
Capital Area Intermediate Unit	Special Education Centers	Emotional Support Full Time	3
The Vista School	Approved Private Schools	Autism Support Full Time	2
Capital Area Intermediate Unit	Special Education Centers	Autism Support Full Time	1
Merekey	Other	Autism Support Full Time	1
New Story	Approved Private Schools	Emotional Support, Autism Support	3
Lincoln Intermediate Unit	Special Education Centers	Visually Impaired	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 14	1	0.2
Justification: Caseload has students from 6th to 8th grade but are not in the classroom at the same time				
Locations:				
Allen Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	4	0.6
Justification: Caseload has students from 6th to 8th grade but are not in the classroom at the same time				

Locations:				
Allen Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	4	0.2
Locations:				
Allen Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 1, 2018*Reason for the proposed change:* Needs of students changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	8	0.7
Locations:				
Allen Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	5	0.3
Locations:				
Allen Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	3	0.6
Locations:				
Allen Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	14	0.4
Locations:				
Allen Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	14	0.9
Locations:				
Allen Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	3	0.1
Locations:				
Allen Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 16	2	0.1
Justification: Caseload has students from 6th to 8th grade but are not in the classroom at the same time				
Locations:				
Allen Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	11	0.9
Justification: Caseload has students from 6th to 8th grade but are not in the classroom at the same time				
Locations:				
Allen Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2018*Reason for the proposed change:* Change in student need

Caseload has students from K to 2nd grade but are not in the classroom at the same time

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.3
Locations:				
Lower Allen Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	2	0.2
Locations:				
Lower Allen Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	8	0.8
Justification: Students do not receive services with other students outside the age range requirements.				
Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	10	0.2
Justification: Students do not receive services with other students outside the age range requirements.				
Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	6	0.8
Justification: Caseload has students from 3rd to 5th grade but are not in the classroom at the same time				
Locations:				
Fishing Creek Elementary	An Elementary	A building in which General		

	School Building	Education programs are operated		
--	-----------------	---------------------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	9	0.2
Justification: Caseload has students from 3rd to 5th grade but are not in the classroom at the same time				
Locations:				
Fishing Creek Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	5	0.7
Justification: Caseload has students from K to 3rd grade but are not in the classroom at the same time				
Locations:				
Fishing Creek Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	12	0.3
Justification: Caseload has students from K to 3rd grade but are not in the classroom at the same time				
Locations:				
Fishing Creek Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	2	0.5
Justification: Caseload has students from K to 5th grade but are not in the classroom at the same time				
Locations:				
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	18	0.5
Justification: Caseload has students from K to 5th grade but are not in the classroom at the same time				
Locations:				
Highland	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
------------	----------	-----------------------	--	--

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.3
Justification: Caseload has students from K to 5th grade but are not in the classroom at the same time				
Locations:				
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	24	0.7
Justification: Caseload has students from K to 5th grade but are not in the classroom at the same time				
Locations:				
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 8, 2018*Reason for the proposed change:* Change in student need**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	16	0.8
Locations:				
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	8	0.2
Locations:				
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:*

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	13	0.75
Locations:				
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	9	0.25
Locations:				
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.75
Locations:				
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	8	0.25
Locations:				
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 1, 2018

Reason for the proposed change: Needs of students changed

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	5	0.7
Locations:				
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	2	0.3
Locations:				
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* February 21, 2019*Reason for the proposed change:* Changed the break down of the Blind or Visually Impaired Support teacher by building.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	4	0.1
Justification: Provides itinerant support to students from Kindergarten through grade 12 in a variety of special and regular education programs.				
Locations:				
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	3	0.1
Locations:				
Hillside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 8	1	0.1
Locations:				
Fishing Creek Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	1	0.1
Locations:				
Rossmoyne Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	3	0.1
Locations:				

Washington Heights Elementary School	An Elementary School Building	A building in which General Education programs are operated		
--------------------------------------	-------------------------------	-------------------------------------------------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	1	0.1
Locations:				
Newberry Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	9 to 12	1	0.1
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	9 to 12	1	0.1
Locations:				
Allen Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 27, 2015

Reason for the proposed change: Additional position in building changed roster make up.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	3	0.7
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	10	0.3
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	7	0.6
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	13	0.4
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 9, 2018

Reason for the proposed change: Students are being included more.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	8	1
Locations:				
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	8	0.5
Locations:				
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	12	0.5
Locations:				
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	13	0.75
Locations:				
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	1	0.25
Locations:				
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2015*Reason for the proposed change:* Students are being included more**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	2	0.5
Locations:				
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 7	4	0.5
Locations:				
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2015*Reason for the proposed change:* Moving class location to CC which is the home school for a majority of our students with ES needs. This moves places more students back into their home school.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	10	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	3	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2018*Reason for the proposed change:* Needs of students changed, district is pushing inclusion**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	7	0.25
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	10	0.75
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2018*Reason for the proposed change:* needs of students changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	12	0.6
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	1	0.4
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2018*Reason for the proposed change:* Needs of students changed.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	13	0.75
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	1	0.25
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2018*Reason for the proposed change:* Needs of students has changed,**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	23	0.75
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.25
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS**

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	11	0.6
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	4	0.4
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 9, 2018

Reason for the proposed change: Needs of students changed

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 20	4	0.25
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	5	0.75
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 9, 2018

Reason for the proposed change: Students are being instructed in the alternate curriculum

Parent has signed waiver for age difference

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	15	1
Locations:				

Red Land High School	A Senior High School Building	A building in which General Education programs are operated		
----------------------	-------------------------------	-------------------------------------------------------------	--	--

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	14	0.75
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.25
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	14	0.75
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.25
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 8, 2018*Reason for the proposed change:* Needs of students changed.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Itinerant	Learning Support	15 to 18	21	0.5
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	2	0.5
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 8, 2018*Reason for the proposed change:* Needs of students changed.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	18	0.5
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	4	0.5
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 8, 2018*Reason for the proposed change:* Needs of students changed.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	12	0.5
Locations:				
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 13	3	0.5
Locations:				

New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated		
------------------------------	--------------------------	-------------------------------------------------------------	--	--

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 8, 2018*Reason for the proposed change:* Needs of students changed.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	7	0.25
Locations:				
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	15	0.75
Locations:				
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #38*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	3	0.4
Locations:				
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	16	0.6
Locations:				
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	5	0.5
Locations:				
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	14	0.5
Locations:				
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #40*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 8, 2018*Reason for the proposed change:* Needs of students changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 15	4	0.5
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 15	2	0.5
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #41*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	15	0.5
Locations:				
Allen Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #42*Operator:* School District

PROGRAM DETAILS*Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 19	8	1
Justification: Caseload has students from 9th to 12th grade but are not in the classroom at the same time				
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #43*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 22, 2019*Reason for the proposed change:* Caseload has been adjusted to break out grade level location of students.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 8	9	0.3
Justification: Students are scheduled in groups that meet age span requirements				
Locations:				
Deaf & Hearing Impaired	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 12	3	0.2
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 18	12	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #44*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 14	8	1
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #46*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 8, 2018*Reason for the proposed change:* Needs of students changed.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	10	0.5
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.5
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #47*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	12	0.6
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	9	0.4
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #48

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	23	0.75
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	1	0.25
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #49

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	14	0.7
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	9	0.3
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #50

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: April 8, 2018

Reason for the proposed change: Needs of students changed

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning	12 to 15	10	0.75

but More Than 20%)	Support			
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	4	0.25
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #51*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 8, 2018*Reason for the proposed change:* Students being instructed in the alternate curriculum.

Caseload has students from 6th to 8th grade but are not in the classroom at the same time

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	8	1
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #52*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 14	6	0.5
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	12 to 14	4	0.5
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #53*Operator:* School District

PROGRAM DETAILS*Type: Class**Implementation Date: March 9, 2018**Reason for the proposed change: Students are being included more requiring the change from FT to supplemental support***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	8	1
Locations:				
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #54*Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: August 23, 2017**Reason for the proposed change: The district is proposing the classroom move from Newberry Elem. to Washington Heights Elem. in order to educate student in their 'home' community. All students involved in the proposed classroom move will either be in their home elementary school or in a classroom closer to their homes.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 8	8	1
Locations:				
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #55*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: March 9, 2018**Reason for the proposed change: Type of support was changed as students are currently being instructed in the alternate curriculum.**Needs of students have changed***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	12 to 14	1	0.15
Locations:				
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	1	0.15

Locations:				
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 14	8	0.7
Locations:				
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #56*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2018*Reason for the proposed change:* Needs of students changed.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	9	0.5
Locations:				
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	10	0.5
Locations:				
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #57*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 8, 2018*Reason for the proposed change:* Needs of students changed.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	13	0.5
Locations:				
Washington Heights Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	2	0.5
Locations:				

Washington Heights Elementary School	An Elementary School Building	A building in which General Education programs are operated		
--------------------------------------	-------------------------------	-------------------------------------------------------------	--	--

Program Position #58*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	7	0.5
Locations:				
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	11	0.5
Locations:				
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #59*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2018*Reason for the proposed change:* Needs of students changed.

Caseload has students from 6th to 8th grade but are not in the classroom at the same time

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	8	0.8
Locations:				
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	1	0.2
Locations:				
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #61*Operator:* School District**PROGRAM DETAILS***Type:*

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	15	0.75
Locations:				
Rossmoyne Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	12	0.25
Locations:				
Rossmoyne Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #62

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 9, 2018

Reason for the proposed change: This is a .5 teaching position, the needs of the students changed

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	3	0.25
Locations:				
Rossmoyne Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	6	0.25
Locations:				
Rossmoyne Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #63

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 9, 2018

Reason for the proposed change: Needs of students changed.

Caseload has students from K to 3rd grade but are not in the classroom at the same time

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	12	0.5
Locations:				

Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated		
---------------------	-------------------------------	-------------------------------------------------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	5	0.5
Locations:				
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #64*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 8, 2018*Reason for the proposed change:* Support changed to reflect level of support as students are instructed in the alternate curriculum**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 11	5	1
Locations:				
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #65*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2018*Reason for the proposed change:* Type of support changed as students are instructed in the alternate curriculum.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 10	9	1
Locations:				
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #66*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Emotional Support	6 to 8	10	0.6

but More Than 20%)				
Locations:				
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 8	2	0.17
Locations:				
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	10	0.23
Locations:				
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #67*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	12	0.25
Locations:				
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	15	0.75
Locations:				
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #68*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2018*Reason for the proposed change:* Needs of students changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 10	7	1
Justification: There is a waiver that is agreed to by the parents and the program meets the individual needs of the individual student who brings the class out of compliance. This is documented in the IEP.				

Locations:				
Washington Heights	An Elementary School Building	A building in which General Education programs are operated		

Program Position #69*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 10	7	0.8
Justification: Waiver signed by parents				
Locations:				
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 10	2	0.2
Justification: Waiver signed by parents				
Locations:				
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #70*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	9	0.5
Justification: Caseload has students from K to 3rd grade but are not in the classroom at the same time				
Locations:				
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	8	0.5
Justification: Caseload has students from K to 3rd grade but are not in the classroom at the same time				
Locations:				
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #71*Operator:* School District

PROGRAM DETAILS*Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	10	0.5
Locations:				
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	13	0.5
Locations:				
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #72*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2018*Reason for the proposed change:* Needs of students changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	9	1
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #73*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2018*Reason for the proposed change:* Needs of students changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	4	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	17	0.5
Locations:				
Cedar Cliff High	A Senior High School	A building in which General Education		

School	Building	programs are operated		
--------	----------	-----------------------	--	--

Program Position #74*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2018*Reason for the proposed change:* Needs of students changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	10	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	10	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #75*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2018*Reason for the proposed change:* Needs of students changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 20	6	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	4	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #76*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2018*Reason for the proposed change:* Needs of students changed

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	10	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 21	9	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #77*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2018*Reason for the proposed change:* Needs of students changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	20	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #78*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 8, 2018*Reason for the proposed change:* Needs of students changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	14	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	6	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #79*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 8, 2018*Reason for the proposed change:* Needs of students changed.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	8	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	18	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #80*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	9	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	13	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #81*Operator:* School District**PROGRAM DETAILS***Type:* Class

Implementation Date: April 8, 2018

Reason for the proposed change: Needs of students changed.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	7	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	8	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #82

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 8, 2018

Reason for the proposed change: Needs of students changed

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	9	0.8
Justification: Students are not in the classroom at the same time				
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	2	0.2
Justification: Students are not in the classroom at the same time				
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #83

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 8, 2018

Reason for the proposed change: Needs of students changed.

This program was moved from New Cumberland MS.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	8	0.5

Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 17	3	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #84*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 8, 2018*Reason for the proposed change:* Needs of Students changed.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 15	1	0.33
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	5	0.67
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #85*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 22, 2019*Reason for the proposed change:* Added the specific building**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are scheduled in groups that comply with age requirements.				
Locations:				
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #86*Operator:* School District**PROGRAM DETAILS**

Type: Position

Implementation Date: February 22, 2019

Reason for the proposed change: Added specific building

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	59	1
Justification: Students are scheduled in groups that comply with age requirements				
Locations:				
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #87

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 22, 2019

Reason for the proposed change: Caseload has been changed to reflect caseload by building

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	13	0.2
Justification: Students are scheduled in groups that comply with age requirements				
Locations:				
Rossmoyne Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	10	0.2
Locations:				
Lower Allen Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 13	25	0.6
Locations:				
Allen Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #88

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 22, 2019

Reason for the proposed change: Caseloads split over assigned buildings.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	30	0.5
Justification: Students are scheduled in groups that comply with age requirements				
Locations:				
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 18	30	0.5
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #89*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 22, 2019*Reason for the proposed change:* Caseload identified per building**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	31	0.5
Justification: Students are scheduled in groups that comply with age requirements				
Locations:				
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	27	0.5
Locations:				
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #90*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 22, 2019*Reason for the proposed change:* Caseloads identified per assigned building.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	23	0.5
Justification: Students are scheduled in groups that comply with age requirements				
Locations:				

Fishing Creek Elementary	An Elementary School Building	A building in which General Education programs are operated		
--------------------------	-------------------------------	-------------------------------------------------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	30	0.5
Justification: Students are scheduled in groups that comply with age requirements				
Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #91*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 25, 2019*Reason for the proposed change:* Caseloads identified per building.

Students are not in mixed age groups. Students are grouped maintaining legal age ranges at each building.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 21	20	0.4
Justification: Students are scheduled in groups that comply with age requirements				
Locations:				
Red Land High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 11	35	0.6
Locations:				
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #92*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 25, 2019*Reason for the proposed change:* Specific building identified and caseload adjusted.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 21	50	1
Justification: Students are scheduled in groups that comply with age requirements				
Locations:				
Hillside	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
------------	----------	-----------------------	--	--

Program Position #93*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 8, 2018*Reason for the proposed change:* Needs of students changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	8	0.4
Locations:				
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	12	0.6
Locations:				
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #94*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.25
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	5	0.75
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #95*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 24, 2016*Reason for the proposed change:* IU operated classroom. Location/Building changed from Crossroad MS to Red Land High School Room 204

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 19	8	1
Justification: Students are scheduled in groups that meet age span requirements				
Locations:				
Red Land High School	A Middle School Building	A building in which General Education programs are operated		

Program Position #96*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 27, 2018*Justification:* Compliance for classroom location was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* classroom is out of the regular school setting**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	15	1
Locations:				
United Methodist Home for Children Campus/Admin Building	A Senior High School Building	A building in which General Education programs are operated		

Program Position #97*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 27, 2018*Justification:* Compliance for classroom location was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* classroom is out of the regular school setting.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	20	1
Locations:				
United Methodist Home For Children Campus/Daron Building	A Senior High School Building	A building in which General Education programs are operated		

Program Position #98*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* November 26, 2018*Justification:* Compliance for proximity to home was marked as inappropriate.

Explain any unchecked boxes for facilities questions: The district opened a third LSS/MDS classroom due to an increase in student enrollment. All students were currently enrolled at Cedar Cliff HS, no students incurred additional travel time to and from school.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 18	3	1
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #99

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: November 19, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 16	3	1
Locations:				
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Transition Coordinator	District	1
Director of Special Education	District	1
Occupational Therapists	District	3
Instructional Advisors	District	5
School Psychologists	District	5
Director of Pupil Services	District	1
School Counselors	District	21
School Social Worker	District	1
Teacher of the Visually Impaired	District	1
Paraeducators	District	80
Supervisor of Special Education	District	2
Behavior Specialist	District	2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Interpreter	Outside Contractor	25 Hours
Special Education Support	Intermediate Unit	14 Hours
Physical Therapy	Outside Contractor	18 Hours



WEST SHORE SCHOOL DISTRICT

Board of School Directors

Judith A. Crocenzi, President
Frank J. Kambic, Vice President
Thomas C. Falvo, D.O.
Brian K. Guistwhite
Sheri D. Moyer
Deborah B. Schwager
Abigail A. Tierney
Kelli C. Williamson
Michael J. Wilson

Non-Members

Ryan E. Argot, Ed.D., Secretary
Melinda L. Stuck, Treasurer
Michael W. King, Esq., Solicitor

Administration

Todd B. Stoltz, Ed.D., Superintendent
Jamie A. Whye, Ed.D., Assistant Superintendent

The West Shore School District will not discriminate on the basis of race, color, age, creed, religion, sex, gender, gender identity, sexual orientation, ancestry, marital status, pregnancy, national origin, or disability in accordance with state and federal laws governing educational and vocational programs and in its recruitment and employment practices. Inquiries concerning the application of Title VII, Title IX, Section 504, the ADA, and the implementing regulations may be referred to the Director of Human Resources, 507 Fishing Creek Road, P.O. Box 803, New Cumberland, PA 17070-0803, telephone (717) 938-9577. Revised 12-2017