
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Special Education Plan

November 21, 2006

Entity: West Allegheny SD

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School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
West Allegheny SD	Allegheny IU 3	Dr. John S. DiSanti	5	3274	456

District Special Education Contact:

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Current Program Strengths and Highlights

The school district solicited information from special education teachers and parents of special education students through the distribution of a survey to provide input on current special education program strengths and needs. The parent survey yielded a 26% return rate. Ninety-three percent of the parents that responded indicated that they were pleased with the academic progress that their child has made since placement in special education. Ninety percent of parents indicate that their child's progress is communicated to them in a clear and concise manner. Communications between home and school were rated to be satisfactory by eighty-eight percent of the parents. Sixty-five percent of parents indicate that they communicate regularly with their child's special education teacher. Eighty-four percent of parents feel that they have the appropriate information to work effectively with their child at home.

Parents were surveyed on their knowledge regarding how to obtain special education services, the identification of students with disabilities, and the person or office to contact to receive information regarding special education services and programs. Seventy-nine percent of parents indicated that they were aware of the person/office to contact regarding special education information/services. Eighty-one percent indicated that someone thoroughly explained the procedures to obtain special education services to them. Eighty-nine percent of the respondents indicated that the information provided assisted them in understanding the special education process.

Program strengths identified by parents included: the diligence of teachers in completing required documents; supportive teachers; the availability of after school tutoring; increased student confidence regarding academic performance as a result of the support they have received; strong communication with teachers and support staff; instructional strategies that are individualized for each student; study skills; small student-teacher ratio in resource classes; collaboration between regular and special education teachers; and inclusion settings which allow students to participate with general education peers while receiving necessary specially designed instruction.

Areas identified by parents as needing improvement included: earlier identification of students with disabilities; adjusting meeting times to accommodate parent schedules; transition to secondary education; coordination of assessment schedules between regular and special education settings; increased attention to individual needs as opposed to state standards for proficiency; and more frequent and timely communication when a student is experiencing academic difficulties.

Input solicited from special education teachers indicates the following program strengths: low student-teacher ratios; inclusive practices; available inservice training; communication between administration and staff; paraprofessional assistance and training; consultants from outside agencies (Watson Institute for students within the autism spectrum, Family Links for psychological services that may be included in IEPs, and Allegheny Intermediate Unit for behavioral support).

An additional program strength includes operation of our own ESY programs.

The District provides for a full range of services in grades K-12. Very few students within the district are placed in full-time special education programs. The percent of students placed outside the district is lower than the state average. In review of the state data form, West Allegheny students are educated in the least restrictive

environment at a higher rate than state averages.

The district employs a high school counselor devoted to working with all special education students. Transition services are a large part of her responsibilities. Students are assessed to determine career interests. A career day is held each year and students have the opportunity to investigate different careers. Students are required to make a college visit or shadow a job for at least one day during their senior year. A work study program has been developed for the life skills students. Job opportunities have been obtained within the community. Students are able to earn elective credits for supervised work study programs. Some students have elected to bank their diplomas and continue their education until the age of 21.

Enrollment Differences

Category	District Enrollment	State Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
Autism	2.19%	2.82%	True	The district's special education enrollment in the Autism category is slightly below the state average.	Autism is a medical diagnosis and the district does not feel that a plan for improvement is necessary.
Deaf-Blindness	0%	0.02%	False	The district does not have any students identified as Deaf-Blindness.	The district does not feel that a plan for improvement is necessary.
Emotional Disturbance	6.80%	9.63%	True	The district's special education enrollment for Emotional Disturbance is below the state average.	The district does not feel that a plan for improvement is necessary. Training has been provided to school staff to meet the needs of students in the regular education environment.
Hearing Impairment including Deafness	1.32%	1.10%	False	The district's special education enrollment for Hearing Impairment including Deafness is consistent with the state average.	
Mental Retardation	6.58%	9.95%	True	The district's special education enrollment in Mental Retardation is lower than the state average.	The district does not feel that a plan for improvement is necessary.
Multiple Disabilities	0.44%	1.08%	True	The district's special education enrollment in Multiple Disabilities is lower than the state average.	The district does not feel a plan for improvement is necessary.
Orthopedic Impairment	0%	0.36%	True	The district does not have any students identified with Orthopedic Impairment.	This is a medical diagnosis and the district does not feel that a plan of improvement is necessary.
Other Health Impairment	1.75%	3.48%	True	The district's special education enrollment in Other Health Impairment is lower than the state average.	The district does not feel that a plan of improvement is necessary. Classification as OHI is based on a medical diagnosis.
Specific Learning Disability	52.19%	54.38%	False	The district's special education enrollment in Specific Learning Disability is fairly	

				consistent with the state average.	
Speech of Language Impairment	26.97%	16.31%	True	The district's special education enrollment in speech language impairment is higher than the state average.	The district is looking into new criteria for dismissal from the program as well as criteria for students with language disorders to be served by the learning support teacher when appropriate.
Traumatic Brain Injury	1.32%	0.42%	True	The district's special education enrollment in Traumatic Brain Injury is fairly consistent with the state average.	The district does not feel that a plan of improvement is necessary as this is a medical diagnosis.
Visual Impairment including Blindness	0.44%	0.44%	False	The district's special education enrollment is commensurate with the state average.	

Ethnicity Enrollment Differences

Category	District Enrollment	Spec. Ed. Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
American Indian/Alaskan Native	0.12%	0%	False	The district has no students identified from this ethnic background. There is not a disproportionate amount of students between district enrollment and special ed enrollment.	
Asian/Pacific Islander	1.34%	0.44%	True	The district has a very low percentage of Asian/Pacific Islander students enrolled, although there is a disproportionately low amount of students identified for special ed the district does not feel we need to identify additional students.	
Black (Non-Hispanic)	4.18%	3.07%	True	The district has a very low percentage of Black (Non-Hispanic) students enrolled, although there is a disproportionately low amount of students identified for special ed the district does not feel we need to identify additional students.	
Hispanic	0.64%	1.10%	True	The district has a low percentage of Hispanic students enrolled, however there is a disproportionately higher percentage of students identified for special ed.	
White (Non-Hispanic)	93.71%	95.39%	False	The district has no disparity between district enrollment and special ed enrollment.	

Exiting Statistics

State Graduation	State Dropout	District Graduation	District Dropout	Is Disp.?	Data Analysis	Plans for Improvement
92.02%	6.75%	96.30%	3.70%	False	Using the statistics from the State Education Data Report, it is indicated that the West Allegheny graduation rate of students with disabilities exceeds the state graduation rate of disabled students. The number of students with disabilities who drop out is half that of the state rate. The district plans to maintain a high graduation rate by providing appropriate educational service options for students with disabilities which include use of effective transition planning, appropriate specially designed instruction, well written IEP goals, support for students within the regular education setting, alternative education, work study programs, and partnerships with outside agencies.	

Facilities for Nonresidential Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
none	There is not a facility located in the West Allegheny School District.	0

Incarcerated Students Oversight

The West Allegheny School District does not have a facility that houses incarcerated students. When a student of the West Allegheny School district is placed in a facility school records are shared so that the student continues to receive a free appropriate education.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
N/A	There is not a facility located within the West Allegheny School District.	0

Personnel Development - PA NCLB Goal #1

Topic	READING: Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards.			
Baseline Data	PSSA scores are below the required proficiency benchmark at all assessed grade levels for reading. The subgroup is below 40 students at all levels except the middle school where the district is in warning. In the area of math, the district has met the proficiency benchmark for third and fifth grade. Scores in eight and eleventh grade are below the proficiency benchmarks.			
Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
In the summer of 2006 teachers will be trained on the SRA Corrective Reading program. During the summer of 2007 the teachers will be trained on the corrective math program by SRA	SRA consultant	Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Students will perform within the proficient range on the PSSA. The goal is to move students to the proficient range using the Pennsylvania guidelines for safe harbor. For the 2006-07 school year the district will increase the number of students falling within the advanced and proficient range from 21% in math and 22% in reading to 24% in math and 25% in reading. For the 07-08 school year scores will increase to 27% in math and 28% in reading. For the 08-09 school year scores will increase to 30% and 31%.

Personnel Development - PA NCLB Goal #3

Topic	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs.			
Baseline Data	Currently, West Allegheny School District has 2.19% students diagnosed within the autism spectrum.			
Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Watson Consultant observes and consults with teachers on a monthly basis.	IU Staff, Watson Institute	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	Students with autism will continue to be educated in the least restrictive environment to the maximum extent possible. Currently all but one autistic student is educated within our district. Progress will continue to be monitored yearly for all autistic students.

Topic	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs			
Baseline Data	All current special education teachers have either taken the Praxis exam or been enrolled in the Bridge Program. All newly hired teachers will be highly qualified at the time of hiring. Paraeducators are provided inservice training on a yearly basis.			

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
All teachers will have completed Bridge Program by June 2008. Paraeducators will be inserviced twice yearly on relevant topics.	PATTAN Staff, IU Staff, District Staff	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Conferences	Having teachers highly qualified will enable the district to meet the students needs within a more inclusive setting and enable students to meet the PA state standards and proficiency on the state assesement. The district will increase PSSA scores by 10% each year through the '08-'09 school year. Highly qualified paraeducators will lower discipline referrals by 3% each school year through the '08-'09 school year.

Personnel Development - PA NCLB Goal #4

Topic	BEHAVIOR SUPPORT: Students with disabilities will interact with others in their school environments in an effective manner so that their behavior does not impede their learning or the learning of others			
Baseline Data	Seventy percent of the students identified as emotionally disturbed are placed within the least restrictive environment (school based placement).			
Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Monthly meetings and extended in-service programs are provided for training for all special ed teachers.	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	Students that require behavioral support will be educated in the least restrictive environment that meets the students' needs and that of their peers. The district will review discipline referrals and numbers of suspensions to determine the needs of students to be sure they are educated in the least restrictive environment. All students progress will be monitored quarterly. The district will decrease discipline referrals by 3% each school year through the '08-'09 school year.

Personnel Development - PA NCLB Goal #5

Topic	TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult.			
Baseline Data	Ninety six percent of students currently graduate from West Allegheny School District.			
Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Monthly special ed meetings and extended services programs are provided to all special ed teachers. A parent training is held in January of each school year to discuss transition services, including college application and scholarship information. Information is provided to parents on transition workshops as they are presented by the state.	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups	West Allegheny school district will strive to have 100% of all students graduate. Students progress will be monitored quarterly and revisions will be made to IEP's of those students who are experiencing difficulty. The school district will increase the graduation rate by 1% per year through the '08-'09 school year.

Ensuring FAPE

The district consults with agencies (training agencies, wrap around services , mental health agencies and alternative education programs) and provides a range of services that meet the least restrictive environment to ensure FAPE for all students. At this time we have not had any difficulty finding an appropriate program for students.

Hard-to-Place Students

If a student is identified and an appropriate educational placement can not be secured, the district would notify the bureau of Special Education. The district would contact the regional interagency contact person from the Allegheny Intermediate Unit or PATTAN as appropriate. An interagency meeting would be scheduled with all stakeholders involved with the student to establish an appropriate educational program. The meeting would include parents, student if appropriate, and school based personnel. The meeting may also include CYF, MH/MR, juvenile justice, and other case workers associated with the family. The district plans to continue to use and develop partnerships with all stakeholders.

Collaboration in Providing Services

The district collaborates with other child servicing systems on a regular basis. The district plans to continue to develop partnerships with all stakeholders. The district collaborates with agencies that include CYF, juvenile justice, MH/MR, wrap-around services, TSS, and behavior support specialists.

Improving Program Capacity

The district understands the effectiveness of reciprocal communication and plans to continue to develop and strengthen partnerships. Through reciprocal communication the district has collaborated to develop transition plans to help students remain in their regular school or transition back to regular school programming if an alternative educational placement was deemed appropriate.

Coordination of Available Funds/Resources Usage

Interagency collaboration and training for funding resources and responsibilities as outlined in the memorandum of understanding are ongoing.

Number of Students Billed to ACCESS

72

Ensuring Maximum Integration

The district has made a concerted effort to have a full range of services throughout the district and on all educational levels. Only 3% of identified students are placed outside of the district on a full-time basis. The district has continually added supplemental aides and services, such as behavior specialist and social work services, to enable students to remain within the least restrictive setting.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
New Horizons School	Other	Multi-Disabilities Support	1
The Watson Institute	Approved Private Schools	Life Skills Support	1
Wesley Highland	Approved Private Schools	Emotional Support	3
Western PA School for the Blind	Approved Private Schools	Blind/Vision Impaired Support	1
Western PA School for the Deaf	Approved Private Schools	Deaf/Hearing Impaired Support	1
Pioneer	Special Education Centers	Multiple Handicapped Support	1
Holy Family Institute	Other	Emotional Support	2
Wesley Academy	Other	Emotional Support	3
K.D. Tillotson School	Approved Private Schools	Learning Support	1
Wesley Academy	Other	Learning Support	1

LRE Data Analysis

SE Outside Regular Classroom < 21%	SE Outside Regular Classroom 21-60%	SE Outside Regular Classroom > 60%	Special Education students in Other Settings	Data Analysis	Plans for Improvement
57.02%	34.21%	5.70%	3.07%	Analysis of data provided indicates that West Allegheny School District is educating students in the least restrictive environment and no plan of action is needed at this time.	

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	McKee Elementary	E	GE	R	LS	6	9	10	1
-	SD	McKee Elementary	E	GE	R	LS	9	11	15	1
-	SD	Wilson Elementary	E	GE	R	LS	6	8	9	1
C	SD	Wilson Elementary	E	GE	R	LS	8	11	15	1
-	SD	Wilson Elementary	E	GE	R	LS	10	11	15	1
-	SD	Donaldson Elementary	E	GE	R	LS	6	8	9	1
-	SD	Donaldson Elementary	E	GE	R	LS	9	11	10	1
-	SD	W.A. Middle School	J	GE	R	LS	11	13	9	1
-	SD	W.A. Middle School	J	GE	R	LS	11	13	10	1
-	SD	W.A. Middle School	J	GE	R	LS	12	14	14	1
-	SD	W.A. Middle School	J	GE	R	LS	12	14	14	1
-	SD	W.A. Middle School	J	GE	R	LS	12	14	5	.5
-	SD	W.A. Middle School	J	GE	R	LS	13	16	14	1
-	SD	W.A. Middle School	J	GE	R	LS	13	16	14	1
-	SD	W.A. High School	S	GE	R	LS	14	17	10	1
-	SD	W.A. High School	S	GE	I	LS	14	17	13	1
-	SD	W.A. High School	S	GE	R	LS	15	17	15	1
-	SD	W.A. High School	S	GE	R	LS	15	17	15	1
-	SD	W.A. High School	S	GE	I	LS	15	17	15	1
-	SD	W.A. High School	S	GE	R	LS	16	18	15	1
-	SD	W.A. High School	S	GE	I	LS	16	18	15	1
-	SD	W.A. High School	S	GE	R	LS	17	19	15	1
D	SD	W.A. High School	S	GE	R	ES			0	1
-	SD	Wilson Elementary	E	GE	FT	LSS	6	10	5	1
-	SD	W.A. Middle School	J	GE	FT	LSS	11	14	9	1
-	SD	W.A. High School	S	GE	FT	LSS	15	19	11	1
-	SD	McKee Elementary	E	GE	I	SLS	5	11	43	1
-	SD	Wilson Elementary	E	GE	I	SLS	5	11	39	1
-	SD	Donaldson Elementary	E	GE	I	SLS	5	11	51	1
-	SD	W.A. Middle School	J	GE	I	SLS	11	15	56	1
-	SD	W.A. High School	S	GE	I	SLS	15	18	26	.8
-	SD	Donaldson	E	GE	I	DHIS	7	7	1	.1
-	SD	W.A. Middle School	J	GE	I	DHIS	12	12	1	.1
D	SD	McKee Elementary	E	GE	R	LS				.5

Justification:

The speech and language clinicians see students in small groups, which is usually students of the same grade level. They do; however, provide services for the entire school. In the life skills class the IEP team has determined that this is the most appropriate placement even with the age range span.

The high school emotional support class is being eliminated due to the number of students on the teacher caseload. ES student services will be provided by learning support teachers with the same behavioral support plan and with the same counseling services in place. The high school employs a social worker and full-time guidance counselor dedicated to special education students to meet the behavioral and emotional needs of these students. The district also has a contract with Family Links which provides for a therapist to provide counseling services within the school setting with parental permission.

McKee LS class was deleted due to the number of students qualifying for services.

Wilson LS class - one half of a teacher was added due to number of students qualifying for LS services.

Support Staff (District)

School District: West Allegheny SD

ID	OPR	Title	Location	FTE
-	SD	Coordinator Pupil Services	All buildings	1.0
-	SD	School Psychologist	All buildings	1.0
-	SD	Social Worker	Elementary, Middle, & High Schools	2.0
-	SD	Instructional Support Teachers	Elementary & Middle Schools	3.0
-	SD	Special Education Aides	Various Buildings	33.0

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	AIU	School Psychologist	1 Days
-	AIU	Occupational Therapy	14 Hours
-	AIU	Physical Therapy	10 Hours