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# Pennsylvania Department of Education

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

## **Special Education Report** Wednesday, February 27, 2008

**Entity:** Weatherly Area SD

**Address:** 602 6th St  
Weatherly, PA 18255-1520

**Phone:**

**Contact Name:**

## School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Weatherly Area SD	Carbon-Lehigh IU 21	Dr. Gene Freeman	3	783	129

### District Special Education Contact:

Name	Title	Phone	Fax	Email
Thomas McLaughlin	Supervisor of Special Education Services/Asst. Principal	(570) 427-8689	(570) 427-2200	mclaughlint@weatherlysd.org

## Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Thomas McLaughlin	Weatherly Area School District	Administrator	Superintendent
Gene Freeman	Weatherly Area School District	Administrator	Board
Sandra Slavick	Weatherly Area School District	Administrator	Superintendent
Margaret Brown	Weatherly Area School District	Ed Specialist - School Counselor	Superintendent
Martha Kew-Goodale	Weatherly Area School District	Administrator	Superintendent
John Toft	Weatherly Area School District	Other	Superintendent
Gail Cramer	Weatherly Area School District	Ed Specialist - School Psychologist	Faculty

## Program Evaluation (P.L. 105-17, §612(2) and §613(a))

### Current Program Strengths and Highlights

The Weatherly Area School District is committed to the task of providing all students with an education that is challenging and rewarding. Students with disabilities in the district are considered an integral part of the total student population and the district's commitment to provide excellence in education is directed toward students with disabilities in order for them to achieve in accordance with their own abilities, the ultimate goal being to equip them with the skills necessary for personal academic and social success needed for independent, productive living.

Weatherly Area has a strong commitment to the concept that students with disabilities be placed to the maximum extent appropriate in classes with non-disabled peers. Students with disabilities are entitled to appropriate aids and services in order that each student benefit from the general classroom experience. This opportunity is essential to the development of self-worth and self-respect, in addition to helping prepare the student to live and cope in an adult world that may present significant challenges for the individual with disabilities.

We will continue to work on improving services so that students with disabilities are offered opportunities to be successful learners. Weatherly Area's goals support the Pennsylvania Board of Education's goals, including students demonstrating achievement in reading, writing and

mathematics that is at or above grade level, ensure 100% graduation rate for students, train all staff to align instruction with state standards and district goals, and get all parents to actively participate in school activities.

## Identifying Students with Learning Disabilities

### Enrollment Differences

### Ethnicity Enrollment Differences

### Exiting Statistics

## 24 P.S., §1306 and §1306.2 Placements

### Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
We have no facilities within our geographic region.	This section does not apply to Weatherly Area School District	0

### Incarcerated Students Oversight

Not Applicable

### Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
N/A	N/A	0

## Least Restrictive Environment 34 CFR §300.551

### Ensuring Maximum Integration

When planning programs for children who require specially designed instruction, district personnel always consider the least restrictive environment to be the regular education classroom. Our district follows a Child Study Team model in the Elementary and Middle School levels. Supplementary aids and services are implemented to ensure the child's success in that setting. This allows learning facilitators to enter classrooms to provide services for those students having difficulty with the general curriculum. At the high school level, the Child Study Team is replaced by a process that utilizes guidance counselors, the school psychologist, administrators, and teachers. Added support is available for reading and Math services as well as Social-Emotional support through our Student Assistance Program. Every effort is made to retain the child within the district's facilities.

### Supplementary Aids and Services

Service	Comment
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### LRE Data Analysis

### Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Panther Valley	Neighboring School Districts	Full-Time Life Skills Support	1
Jim Thorpe and Panther Valley	Neighboring School Districts	Full-Time Multiple Disabilities Support	2
Jim Thorpe	Neighboring School Districts	Full-Time Emotional Support	2
BHA, Educare, CLAS	Other	Full-Time Emotional Support, Partial Hospitalization	8

## Personnel Development for Improved Student Results

### Technical Assistance and Training

#### Personnel Development Activities:

Topic	AYP
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

Topic	Proficiency
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

Topic	Participation
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

### Personnel Development - PA NCLB Goal #1

### Personnel Development - PA NCLB Goal #3

#### Personnel Development Activities:

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
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

<b>Topic</b>	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
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Bi-monthly	PATTAN Staff, IU Staff	Paraprofessional, Administrative Staff	On-site Training with Guided Practice, Conferences	

<b>Topic</b>	Autism: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
On-going	PATTAN Staff, IU Staff, District Personnel, Educational Consultants, Behavioral Specialist, Social Skills Trainers, Communication Consultants, Outside Training Resources	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Parent Forum Sessions, Classroom Visitations	The IU and the district will provide ongoing professional development and trainings to staff who work directly with our population of students with autism spectrum disorders. These trainings will focus on instructional practices, social skills development, communication skills, behavioral interventions and supports, and independent living skills. In addition, workshops will be offered to all staff members who are interested in learning more about autism. By conducting the professional development activities

				our staff will be able to continue to provide high quality services and supports to our students with autism.
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<b>Topic</b>	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
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Bi-monthly	PATTAN Staff, IU Staff, District Personnel, Administration, Educational Consultants	Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Conferences	The district's in-house paraprofessional training module consists of multiple comprehensive workshops that address the following areas: Foundations of special education process, an overview of exceptionalities, learners and the learning process, adapting and modifying materials, communications, professional practices and ethical considerations, behavior management and discipline, supporting the classroom teacher, and the role of the paraprofessional. The workshops will be offered at various times so all paraprofessionals have an opportunity to attend. It is hoped that these workshops will enhance the knowledge and skills of our paraprofessionals so they can provide high quality services and supports to our students and faculty while increasing their own level of confidence.
Bi-monthly	PATTAN Staff, Higher Education Staff, District personnel, Administration, Educational Consultants	New Staff, Instructional Staff	On-site Training with Guided Practice, Conferences	The district will continue to provide a wide variety of professional development opportunities to its professional special education staff so they can further develop their skills,

				experience professional growth, and meet the requirements of highly qualified teachers in accordance with NLLB
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## Personnel Development - PA NCLB Goal #5

### Personnel Development Activities:

<b>Topic</b>	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
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
April 2007; to occur each Spring with High School staff, parents to be included to the fullest extent possible.	IU Staff	Parent, New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	100% of school leavers will have secured college acceptance, post secondary training acceptance, competitive employment plans, or sheltered/supported employment plans prior to graduation/aging out.

## Behavior Support Services

## Interagency Collaboration (11 P.S. §875.304)

## Ensuring FAPE/Hard to Place Students

## Local Continuum of Supports and Services

## Expansion of Continuum of Supports and Services

### 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	Weatherly Elementary	E	GE	PT	LS	07	10	11	1.0
-	SD	Weatherly Elementary	E	GE	R	LS	09	11	13	0.5
-	SD	Weatherly Middle	M	GE	PT	LS	11	13	13	1.0
-	SD	Weatherly Middle	M	GE	R	LS	13	14	11	1.0
-	SD	Weatherly High	S	GE	R	LS	14	16	11	1.0

-	SD	Weatherly High	S	GE	R	LS	16	18	10	1.0
-	SD	Weatherly High	S	GE	I	LS	16	18	09	1.0
-	IU	Weatherly Elementary	E	GE	FT	MDS	06	09	8	1.0
-	IU	Weatherly Elementary	E	GE	FT	MDS	10	15	6	1.0
-	SD	Weatherly Elementary	E	GE	I	LS	09	11	13	0.5
-	SD	Weatherly Middle	M	GE	I	LS	13	14	11	0.5
-	IU	Weatherly Elementary	E	GE	I	SLS	12	14	18	1.0
-	IU	Weatherly Middle	M	GE	I	SLS	14	15	2	1.0
-	IU	Weatherly High School	S	GE	I	SLS	16	16	1	1.0

**Justification:** A parent notification letter was sent to all parents of students in class. The letter details the age differences.

### Support Staff (District)

School District: Weatherly Area SD

ID	OPR	Title	Location	FTE
-	SD	Supervisor of Special Education	District Wide	1.00
-	SD	Certified School Psychologist	Elementary, Middle and High Schools	1.00
-	SD	Instructional Aides:Full Time	Elementary, Middle and High Schools	6.00
-	SD	Instructional Aides:Part Time	High Schools	0.50

### Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	Carbon/Lehigh Intermediate Unit	Occupational Therapy	2 Days
-	Carbon/Lehigh Intermediate Unit	Physical Therapy	1 Hours
-	Carbon/Lehigh Intermediate Unit	Psychiatrist	1 Days
-	Carbon/Lehigh Intermediate Unit	Behavior Support	1 Days
-	Carbon/Lehigh Intermediate Unit	Speech Therapist	3 Days



# ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS

School Years: 2010 - 2013

The Weatherly Area SD within Carbon-Lehigh IU 21 assures that the school district will comply with the requirements of 22 PA Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code Â§14.104:

1. There are 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.
2. The school district has adopted 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 school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's report revision notice process.
5. The school district follows 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.
6. The school district assures the Pennsylvania Department of Education that 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.

**This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.**

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Board President

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Date

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Superintendent

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Date