

Weatherly Area SD
Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

602 6th St
 Weatherly, PA 18255-1520
 570-427-8681
 Superintendent: Teresa Young
 Director of Special Education: Catherine Nelson

Planning Committee

Name	Role
Catherine Nelson	Administrator : Professional Education Special Education
Teresa Young	Administrator : Professional Education Special Education Schoolwide Plan
Dara Moucheron	Ed Specialist - School Psychologist : Special Education
Nancy Van Horn	Elementary School Teacher - Regular Education : Special Education
Paula DeSpirito	Elementary School Teacher - Special Education : Special Education
Erin DiGennaro	Parent : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 98

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The Weatherly Area School District uses a multi-step process approach that adheres to state and federal regulations for assessing students with specific learning disabilities. Students who are thought-to-be eligible may be referred through parent(s)/guardian(s) and/or teachers. Referrals are first brought to the attention of the Child Study Team. The Child Study Team is comprised of the Supervisor of Special Programs, School Counselor, and School Psychologist, along with the referring teacher and the student's parents. The team's primary function is to recommend and monitor appropriate strategies for general education students who are experiencing academic and/or behavioral difficulties.

During the Child Study Team process, the team works together to identify a student's strengths and needs, to implement strategies and put them into action, and to evaluate the effectiveness of strategies implemented throughout structured intervention periods. The Child Study Team reviews a student's educational record which may include report card grades, benchmark assessments, reports from outside agencies, teacher input, behavior reports, PSSA or Keystone scores, and attendance records. Upon review of a student's records, the team will then make recommendations regarding which strategies and interventions may or may not be appropriate in the general education classroom. If the strategies implemented by the CST team are not effective for the student, a recommendation for a full psycho-educational evaluation will be made.

Upon receipt of a signed Permission to Evaluate (PTE), the Multi-disciplinary Evaluation (MDE) team will then begin the process of evaluating for the presence of a specific learning disability. The school psychologist will begin reviewing information provided by both parents and teachers which may include outside medical/psychological reports, report card grades, curriculum based assessments/benchmark scores, PSSA scores, attendance records, disciplinary records, and overall educational performance. A member of the MDE team will conduct a formal classroom observation. Additionally, the school psychologist will begin to conduct formal, psychometric assessments which may include formal cognitive assessment as well as formal academic achievement assessments. In order for a student to be identified with a specific learning disability, the MDE team will determine the presence of a severe discrepancy between a student's cognitive ability and academic performance in one or more of eight academic categories including Basic Reading, Reading Fluency,

Reading Comprehension, Math Problem Solving, Math Calculations, Written Expression, Oral Expression, or Listening Comprehension. It must also be determined by the MDE team that the presence of a severe discrepancy must NOT be the result of: a lack of appropriate instruction in reading or math, a lack of English proficiency, hearing difficulties, vision difficulties, motor disabilities, medical issues, environmental background, cultural background, and/or economic background. Additionally, a student's academic difficulties and severe discrepancy(s) must not be the result of an Intellectual Disability (formerly Mental Retardation) or an Emotional Disturbance. Documentation must be provided to rule out all determining factors as required by state and federal regulations and as determined by Guidelines for Identifying Students with Specific Learning Disabilities (SLD) which is available on PATTANs website. The evaluation will be completed within the mandated 60 calendar day timeline, at which time the results will be shared with the student's educational team, including his or her parent(s)/guardian(s). If the student is determined to have a specific learning disability and in need of specially designed instruction, an Individualized Education Program (IEP) will be drafted by the IEP team within the mandated 30 calendar day timeline.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

According to the Special Education Data Report from 2018-2019, Weatherly Area School District's percent of students in special education was 14.6% and the state average was 17.3%. This 2.7% difference could be attributed to a number of factors:

- WASD's small size may result in statistically insignificant differences in percentages when students graduate or move out of the district.
- WASD was impacted by the state-wide school psychologist shortage during the 2018-2019 school year; however, the district has since procured a full-time school psychologist.
- Families moving in and out of the district with multiple children can impact the overall numbers for the district due to its small size.

It is of note that the disproportionality is 0.5% smaller in 2018-2019 than in the previous year 2017-2018.

In terms of student enrollment in special education by disability, there does appear to be a discrepancy in the area of Speech or Language Impairment (SLI). In the WASD as of December 1, 2018, 20.4% of students enrolled in special education were considered eligible under SLI, compared to the state average of 14.3%. Based on that state average, 20.4% does represent a disproportionality. This may be due in part to the small overall enrollment in the Weatherly Area School District (672) and subsequent small enrollment in special education (98). Given that the

total special education enrollment was 98 students, this disproportionality represents an actual change in enrollment of students with a speech or language impairment of less than 10 students. Disproportionalities also appear to exist in the areas of Other Health Impairment (OHI) and Specific Learning Disability (SLD). In the WASD as of December 1, 2018, 24.5% of students enrolled in special education were considered eligible under the category of OHI as compared to the state average of 16.4%. Conversely, 29.6% of students enrolled in special education were considered eligible under the category of SLD, compared to the state average of 40.6%. The inverse relationship between the SLD disproportionality and those of OHI and SLI could be indicative of students with SLD being identified under other categories historically. Additionally, there may be cases in which the student's SLD is identified as a secondary disability; therefore, the primary disability is counted in the yearly data report. Although this scenario is rare, it could result in some disproportionality due to WASD's small size.

To address these areas, Weatherly Area School District had initially procured a part-time school psychologist (July 2019); however, in response to identified needs in the district and reported disproportionalities, the district has changed the position to full-time school psychologist (February 2020). The psychologist will work in conjunction with the Child Study Team (CST) to ensure monitor student progress and initiate evaluations as necessary. The school psychologist will also work closely with the Speech and Language Intervention Program to ensure students are identified under the proper primary and secondary disability categories.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Currently there are no facilities for Section 1306 students in the boundaries of Weatherly Area School District. WASD does not provide for any direct services as a host district.

When students whose parents reside in Weatherly Area School District are placed in a facility identified under Section 1306 of the Public School Code, Weatherly Area participates in the educational planning, provides records, and provides reimbursement for services incurred by the host District or education entity. When placement decisions are being made, the Special Education Supervisor participates in the IEP meeting process either in person or by phone.

Weatherly Area School District is meeting its obligations under Section 1306 of the Public School Code. There are no evident problems or barriers that exist to limit the District's ability to meet its obligations.

If a facility of this type were to open in the Weatherly Area School District during the duration of this plan, the Weatherly Area School District would be considered the host district. As a host district we would be responsible for providing the educational program for students, including students with

disabilities who are placed in that facility and for ensuring the provision of a Free Appropriate Public Education (FAPE) for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The Weatherly Area School District does not have any correctional institutions within our district boundaries.

Any students who are residents of Weatherly Area who are placed in correctional institutions are educated by the institution staff or the CLIU #21. When the district is notified of the incarceration and subsequent placement, all requested and pertinent documents are forwarded directly to the institution in a timely manner. District staff is available to speak to the educating staff at any time. In the event that the incarceration is anticipated, district staff prepare appropriate documents in advance to expedite the process. During the course of the incarceration the Special Education Supervisor participates in the IEP meeting process either in person or by phone conference. The Weatherly Area School District works collaboratively with the CLIU #21, Carbon County Children and Youth, Justice Works, and Carbon County Probation to ensure all students are receiving FAPE. As the Resident District, Weatherly Area School District would inform the Host District and/or the incarcerating agency of the student's eligibility for services and collaborate with the Host District or contracted agency to ensure all students are receiving the appropriate educational services.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The Weatherly Area School District is committed to ensuring that all students are educated in the least restrictive environment (LRE) to the maximum extent appropriate. The educational placement of a student outside the general education classroom is a decision that is made after multiple interventions in the general education classroom and numerous multidisciplinary meetings have proven unsuccessful in helping a student make meaningful progress. Multi-disciplinary team meetings may include: building principals, school psychologists, special education supervisor, general education teachers, parents, special education teachers, and the student, if appropriate. The team discusses changes to the physical arrangement of the room, modification to instruction and/or assessment, social and behavioral needs, and collaboration among team members. WASD implements many supplementary aids and services within the general education classroom prior to recommending an increased amount of special education programming outside the general education setting. WASD utilizes an inclusion model for the majority of its special education programming, bringing services to the students, rather than removing them from the LRE. Only in cases in which the general education setting has proven not to be a student's LRE does the team consider a change in placement.

For students placed in alternative settings or programs in schools other than their neighborhood school, The Special Education Supervisor or other LEA representative attends all IEP meetings and review meetings with the focus on ensuring that the student is participating with non-disabled peers in the general education environment to the maximum extent possible. Additional emphasis is placed on providing students with the appropriate supplementary aids and services to facilitate a smooth transition back to the neighborhood school, if and when appropriate.

2. Training is provided to parents and staff to assist them in understanding the philosophy and practice of Inclusion and Least Restrictive Environment. In the past, teachers and staff were provided training on the four dimensions of supplementary aids and services. The district adopted a more inclusive special education model in the 2018-2019 school year, and faculty and staff have indicated an interest in further training. Staff training is provided to paraeducators, teachers and administrators through periodic training sessions, regular monthly meetings, scheduled in-service days, and specific situational feedback. The District is utilizing evidence-based models in its district-operated programs and its continuum of services available to district students. The Weatherly Area School District utilizes the TAC (Training and Consultation) staff from the Carbon Lehigh Intermediate Unit, PATTAN training, Bureau of Special Education and video conferences to educate staff in a variety of specialized topics to enhance the continuum of services. District para-educators have received highly qualified status by completing the Credential of Competency training series offered by PATTAN, and continue to receive a minimum of 20 hours of training in topics relevant to their positions including inclusionary practices. To address behavioral and social-emotional needs, staff are also being trained in verbal de-escalation, differential reinforcement, and physical safety. These training modules are meant to equip staff with the skills necessary for servicing students with behavioral needs in district-programming in the neighborhood school to the maximum extent appropriate. Furthermore, the district is working with CLIU #21 to deliver 3 modules of Trauma-Informed Schools training to the WASD staff, beginning in May 2020. These trainings will bridge into

the 2020-2021 school year as well.

Historically, the Weatherly Area School District has encouraged parents to attend meetings and trainings. WASD has worked with the Parent Training Network to gain tips and advice for hosting successful parent trainings and also provide trainings. Parental input forms are sent to parents prior to the IEP/ER completion. On the form, parents can indicate if they feel the need for any training or clarification about anything related to special education and his/her child's education. As a result of parent surveys, parents have indicated they would like training on: IEP process and disability identification and determination, transition options, and collaborating with school staff. The district provided training on these topics during prior school years. Parents are also provided with a list of Local Task Force meeting dates and times. The Local Task Force offers several trainings for parents.

Additionally, Educational Consultants from the CLIU #21 frequently provide the special education department at WASD information regarding upcoming parent trainings and The Parent Pipeline (parent information flyer).

3. The Weatherly Area School District has taken numerous steps in recent school years to maintain its Indicator 5 data. The Weatherly Area School district had made significant strides to improve its percentage of students in the general education environment for 80% or more of their school day.

The 2018-2019 Special Education Data Report indicated that 73.2% of students receiving special education are inside the regular education classroom for 80% or more of their school day. The state average according to the same report is 61.5% in the general education classroom for 80% or more of their school day. This significant improvement is the result of numerous efforts at all levels in the Weatherly Area School District, including increased Co-Teaching in the elementary, middle and high school. Various trainings have been provided collaboratively with the Bureau of Special Education, CLIU #21 and PATTAN. The trainings provided strategies for inclusion and incorporating supplementary aids and services in the general education setting.

Regarding students currently placed in out of district settings, due to small group size, this information is not posted on the Special Education Data Report as reporting these numbers would not protect confidentiality of students and would yield an improper statistical comparison.

Weatherly Area School District is committed to returning students who have been placed in outside settings to their neighborhood schools as quickly as possible, based on progress monitoring data and input from professional staff, parents/guardians, and the student.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

1. The Weatherly Area School District Positive Behavior Support Policy (Board Policy 113.2) includes all required regulatory components. The policy states that restraints to control behavior may only be used when a student is a clear and present danger to himself/herself or others, and only when less restrictive measures have proven to be or are not effective in preventing injury. The need

for behavior management techniques shall be addressed prior to the development, and during the writing of the IEP, with parents, district representatives, teachers, IU staff and the student, when deemed appropriate. Positive techniques for the development and maintenance of selected behaviors shall be attempted prior to the use of more intrusive measures. Aversive behavioral techniques may not be used as a substitute for a behavior management program. Per the district Behavior Support Policy no aversive behavioral techniques are permitted.

Additionally, the faculty and staff in the Weatherly Area School District have received training on Positive Behavior Support (PBS) and employ these techniques as a primary method of addressing problem behaviors. Weatherly Area School District is continuing the development of a School Wide Positive Support program. Currently, all teachers employ PBS as a primary method of addressing problem behaviors within their respective classrooms. Teachers have individual PBS models that they use within their classrooms (token economy, positive reinforcement, contracts, daily incentives, monthly activities, etc). The Supervisor of Special Programs, School Counselors, and School Psychologist are working to initiate the school-wide program for the 2020-2021 school year.

2. Special education staff receive Safety-Care training which includes verbal de-escalation techniques, differential reinforcement, physical safety, physical management (restraint), release, and debriefing procedures. The Supervisor of Special Programs maintains a trainer certification and routinely provides initial and re-certification classes to staff. Historically, this type of training was done for special education faculty and staff; however, WASD plans to offer the verbal de-escalation and differential reinforcement training to general education faculty and staff beginning in the 2020-2021 school year.

3. WASD utilizes a variety of resources to provide School-Based Behavioral Health Services. These include referrals to the Student Assistance Program (SAP); school counselors, school nurses, and the school psychologist; and a full-time outside agency counselor contracted through Red-Co. Multi-disciplinary teams refer students to these professionals on an individualized basis, depending on the specific needs of the student.

The SAP team is a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning and, when the problem is beyond the scope of the school, to assist the parent/guardian and student with information so they may access services within the community (Board Policy 236).

A school counselor is a certified/licensed educator trained in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. School counselors maximize student achievement by providing attention to each student's developmental stages through prevention and intervention programs. The school counselors run various groups throughout the year, as well as individual sessions with students. Groups are typically 8 weeks in duration, with students meeting once per week. The groups are formed by topic, such as social skills, loss, or leadership. School psychologists help children and youth succeed academically, socially and emotionally. They collaborate with educators, parents/guardians and other professionals to create safe, healthy and supportive learning environments for all students that strengthen the connections between home and school.

School psychologists may provide the following services: Prevention programs; Programs promoting

diversity, school safety or improving psychological health; Research and planning including behavior support programs, school improvement and evidence-based interventions; Evaluation services including eligibility for special education services, socio-emotional development and mental health status; Assessment of academic skills and aptitude for learning; Intervention services including psychological counseling to help resolve problems that interfere with learning; Management of school crises in concert with school administrators; Consultation services, including assisting others in understanding child development, staff development, and strengthening relationships between school personnel, parents/guardians and the community.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. The Weatherly Area School District works extensively to provide programs within the child's neighborhood school. In the event the needs of the child can best be met in a classroom outside the neighborhood school, WASD works collaboratively with neighboring districts, CLIU #21, and outside agencies to provide services that are deemed most appropriate. The Special Education Department promotes a positive professional relationship with employees of outside services and alternative settings. The Special Education Supervisor and school administration are knowledgeable of programs and services offered through outside providers and utilize this knowledge to make educational decisions for individual students that best meet their needs. WASD makes it a priority to have an LEA representative present at all meeting outside the district that involve our district students. WASD in collaboration with CLIU#21 and outside agencies, have been able to resolve all issues of locating services for our difficult to place students. Interagency collaboration meetings or CAASP meetings have occurred and proved helpful during the decision making process.

2. The Weatherly Area School District offers students a variety of services offered through interagency collaboration. WASD does not have a supplemental emotional support program or a partial hospitalization program within the district; therefore, the district utilizes CLIU #21 for the SITES and CLAS partial hospitalization programs for our students with complex mental health needs and emotional support needs. WASD utilizes CLIU#21 and neighboring district operated classrooms for students who benefit most from a Life Skills program. Students requiring a Multiple Disabilities Support program are educated in CLIU#21 operated classes at the elementary, middle, and high school levels. All MDS classrooms are located in the Weatherly School District during the 2019-2020 school year. It is projected that the MDS classrooms at the elementary and middle school levels will be hosted by Panther Valley School District beginning in the 2020-2021 school year. Students who

attend private alternative placement settings, such as Behavioral Health Associates programs, participate in quarterly review meetings in which the Supervisor of Special Programs or other LEA representative attend to review data and plan for the student's possible return to the neighborhood school. Frequent phone calls, updates and emails are also exchanged. The Weatherly Area School District has also engaged MH/DS, OVR, Children and Youth, Justice Works, and The Carbon-Monroe-Pike drug and alcohol commission. Weatherly also has worked with Pathway to Recovery to provide drug/alcohol counseling and assessments. Representatives from Carbon-Monroe-Pike Drug and Alcohol commission and an officer from juvenile probation attend SAP meetings.

The Weatherly Area School District is not currently experiencing any difficulties providing a free and appropriate public education (FAPE) for any student due to the utilization of a continuum of supports and services within the district, as well as collaboration with other local districts, IU #21, and some approved private schools. This also allows us to ensure FAPE for the students we cannot accommodate within the district. The Weatherly Area School District collaborates with various agencies as necessitated by individual student need. The following are agencies that the district works with to provide FAPE:

- Carbon County MH & DS
- Carbon County Children & Youth
- Lehigh Carbon Community College
- Behavioral Health Associates (BHA)
- Redco
- Office of Vocational Rehabilitation (OVR)
- Human Resource Center (HRC)
- Kids Peace
- Victim's Resource Center
- Carbon, Monroe, and Pike Counties Drug & Alcohol
- CLIU#21
- CARES
- Carbon Learning & Achievement School (CLAS)
- Carbon County Enhanced Autism (CCEA)
- Children and Adolescent Service Program (CASSP)

3. Weatherly Area School District currently provides a district-operated continuum of services for Learning Support (K-12) and a CLIU-operated continuum for Multiple Disabilities Support (K-12). The district is working toward training staff in order to offer a K-12 continuum of itinerant

emotional support services. The addition of a full-time school psychologist and the current behavioral and mental health supports that are in place are also beneficial to such a program. WASD will continuously assess and meet the needs of students through programs and supplementary aides and services in future years.

Assurances

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

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Intermediate Unit Classroom at Carbon Career and Technical Institute	Neighboring School Districts	Life Skills Support 10-12	3
Intermediate Unit Classroom at Towamensing Elementary School in Palmerton	Neighboring School Districts	Emotional Support 4-6	1
Intermediate Unit Classroom at Penn Kidder Campus - Jim Thorpe Area SD	Neighboring School Districts	Emotional Support	1
Intermediate Unit Classroom at Weatherly Area Middle School	Neighboring School Districts	Multiple Disabilities Support (Behavioral) 6-8	1
Behavior Health Associates - Intensive Social Skills Training (ISST)	Other	Emotional Support Services K-12	3
Behavioral Health Associates - Willow Academy	Other	Emotional Support Services 8-12	2
Intermediate Unit Classroom at Weatherly Area Elementary School	Neighboring School Districts	Multiple Disabilities Support (Behavioral) 3-5	1
Intermediate Unit Classroom at Weatherly Area High School	Neighboring School Districts	Multiple Disabilities Support (Behavioral) 9-12	2
Intermediate Unit Classroom at Carbon Learning and Achievement School (CLAS)	Special Education Centers	Emotional Support	1
Intermediate Unit Classroom at Carbon County Enhanced Autism (CCEA)	Special Education Centers	Autistic Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 1, 2016

Reason for the proposed change: Enrollment change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	2	0.4

Justification: Students are in separate inclusion classes and not educated together.				
Locations:				
Weatherly 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	7 to 12	3	0.6
Justification: Students are in separate sections and not educated together.				
Locations:				
Weatherly Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2020*Reason for the proposed change:* Enrollment changes**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	11	1
Justification: Students are not educated together. The teacher has a caseload spanning 3rd to 5th grade within an inclusion model.				
Locations:				
Weatherly Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2020*Reason for the proposed change:* Enrollment changes**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	21	1
Locations:				
Weatherly Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2020*Reason for the proposed change:* Enrollment Changes**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	14 to 18	22	1
Locations:				
Weatherly High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 1, 2016*Reason for the proposed change:* Enrollment change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	24	0.85
Justification: Speech Language Support is delivered to students in small groups or as individual support. The small groups are grouped within an appropriate age range.				
Locations:				
Weatherly Area	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	3	0.11
Locations:				
Weatherly Area School District	A Middle 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	1	0.04
Locations:				
Weatherly Area School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2015*Reason for the proposed change:* Enrollment Change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 16	1	0.1
Locations:				
Weatherly Area School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2015*Reason for the proposed change:* Caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	18 to 18	1	0.1
Locations:				
Weatherly Area School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2015*Reason for the proposed change:* Enrollment Change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 12	3	0.1
Locations:				
Weatherly Area School District	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* October 11, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	12 to 14	3	1
Locations:				
Weatherly Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* November 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Full-Time Special Education Class	Multiple Disabilities Support	9 to 11	6	1
Locations:				
Weatherly Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	8	1
Locations:				
Weatherly Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 26, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	14 to 18	8	1
Locations:				
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
Certified School Psychologist	Elementary, Middle, High Schools	1
School Counselor	Elementary, Middle School	1
School Counselor	High School	1
Instructional Assistant	Elementary School	2
Instructional Assistant	Middle School	2
Instructional Assistant	High School	3
Instructional Assistant: Part time	High School	0.5
Instructional Assistant	Elementary School	0.5
Instructional Assistant	Middle School	0.5
Supervisor of Special Programs	Elementary, Middle, and High Schools	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	1 Days
Physical Therapy	Intermediate Unit	45 Minutes

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs. Staff development and training will be provided for special education and regular education teachers, as well as support staff. Sessions will focus on autism spectrum disorders and autism related characteristics. Training will also be provided in development and implementation of tools for intervention in order to address academic and behavioral needs of students.</p> <p>Professional development opportunities will include both face-to-face and online learning components for teachers and support staff.</p> <p>Staff members working with individuals identified with autism will also receive consultation from the IU Autism Consultant on a case-by-case basis.</p> <p>The addition of a full-time school psychologist will afford students additional services such as intensive social skills development, as well as provide additional support for staff.</p>
Person Responsible	Catherine Nelson, Supervisor of Special Programs
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	15
Provider	District Administration with IU/PaTTAN Support and outsourced resources as the become available
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	<p><u>Year One (2020-2021)</u></p> <p>Presentation - What is a Functional Behavior Assessment? Power-Point</p>

	<p>presentation</p> <p>Evidence - Teachers will Identify the core components and systematic steps for conducting and evidence based FBA and be able to define target behaviors intended for change and identify replacement behaviors.</p> <p><u>Year Two (2021-2022)</u></p> <p>Presentation - Autism: An Educators Guide</p> <p>Evidence - Teachers/Para-educators will identify and implement evidence-based instruction for students with autism. Teachers/Para-educators will identify and implement Classroom strategies (Age Appropriate Strategies, Behavioral Supports, Communication Interventions, Differentiated Instruction, Universal Design for Learning, Etc..) and collect data on the effectiveness of the strategies.</p> <p><u>Year Three (2020-2021)</u></p> <p>Presentation - Autism and Assistive Technology (AT)</p> <p>Evidence - Teachers and Para-educators will be able to identify types of AT and implement the use the Assistive Technology to do the following: 1. Use the assistive devices to support students with Autism Spectrum, Specific Learning Disabilities, Executive Functioning Disorders, and Reading/Writing Disorders.</p>
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking	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

leadership roles	aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops School Whole Group Presentation Online-Asynchronous
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans

Behavior Support

Description	Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to address student behavioral needs through a positive behavior support system. Also teachers, para-professionals, and support staff will be trained in de-escalation techniques, as well as differential reinforcement strategies. Staff development
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	and trainings will be provided on an initial, as well as, reoccurring basis to ensure new staff have the necessary training and current staff have continuous support in this area.
Person Responsible	Catherine Nelson, Supervisor of Special Programs
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	10
Provider	Carbon Lehigh Intermediate Unit
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p><u>Year One (2020-2021)</u></p> <p>Presentation - School-Wide Positive Behavior Support (SWPBS) Refresher</p> <p>Evidence - The data team will review data on behaviors/interventions and makes recommendations for SWPBS training.</p> <p>Presentation - Verbal De-Escalation Strategies and Differential Reinforcement</p> <p>Target Audience - General Education Teachers</p> <p>Evidence - Teachers and staff will demonstrate use of effective verbal de-escalation strategies and differential reinforcement within the classroom to decrease behaviors of concern.</p> <p>Presentation - Safety-Care Crisis Prevention Strategies</p> <p>Target Audience - Special Education Teachers and Paraprofessionals</p> <p>Evidence - Teachers and paras will employ De-Escalation Techniques on an as needed basis. "Crisis Teams" will be trained and identified to office staff so certified individuals can respond to situations in which behavioral crises arise. The teams will follow the guidelines outlined within the Safety-Care curriculum as they relate to all regulatory guidelines. The aim of the teams is always to use the least restrictive means possible to de-escalate a situation;</p>

however, the definition of least restrictive is dependent upon the individual student's needs at that time. The District will also provide Special Education Teaching staff training on Functional Behavior Assessment and Positive Behavior Support Plans. The main outcome of this will be to identify the function of the behaviors and provide replacement behaviors and strategies for student success.

Year Two (2021-2022)

Presentation - Classroom Positive Behavior Support (SWPBS) / Classroom Management Refresher

Evidence - The data team will review data on behaviors/interventions and makes recommendations for SWPBS training.

Presentation - Verbal De-Escalation Strategies and Differential Reinforcement Refresher

Target Audience - General Education Teachers

Evidence - Teachers and staff will continue to demonstrate use of effective verbal de-escalation strategies and differential reinforcement within the classroom to decrease behaviors of concern.

Presentation - Safety-Care Crisis Prevention Yearly Re-certification training

Target Audience - Special Education Teachers and Paraprofessionals

Evidence - Teachers and paras will employ De-Escalation Techniques on an as needed basis. "Crisis Teams" will be trained and identified to office staff so certified individuals can respond to situations in which behavioral crises arise. The teams will follow the guidelines outlined within the Safety-Care curriculum as they relate to all regulatory guidelines. The aim of the teams is always to use the least restrictive means possible to de-escalate a situation; however, the definition of least restrictive is dependent upon the individual student's needs at that time. The District will also provide Special Education Teaching staff training on Functional Behavior Assessment and Positive Behavior Support Plans. The main outcome of this will be to identify the function of the behaviors and provide replacement behaviors and strategies for student success.

Year Three (2022-2023)

	<p>Presentation - School-Wide Positive Behavior Support (SWPBS) Refresher</p> <p>Evidence - The data team will review data on behaviors/interventions and makes recommendations for SWPBS training.</p> <p>Presentation - Verbal De-Escalation Strategies and Differential Reinforcement Refresher</p> <p>Target Audience - General Education Teachers</p> <p>Evidence - Teachers and staff will continue to demonstrate use of effective verbal de-escalation strategies and differential reinforcement within the classroom to decrease behaviors of concern.</p> <p>Presentation - Safety-Care Crisis Prevention Yearly Re-certification training</p> <p>Target Audience - Special Education Teachers and Paraprofessionals</p> <p>Evidence - Teachers and paras will employ De-Escalation Techniques on an as needed basis. "Crisis Teams" will be trained and identified to office staff so certified individuals can respond to situations in which behavioral crises arise. The teams will follow the guidelines outlined within the Safety-Care curriculum as they relate to all regulatory guidelines. The aim of the teams is always to use the least restrictive means possible to de-escalate a situation; however, the definition of least restrictive is dependent upon the individual student's needs at that time. The District will also provide Special Education Teaching staff training on Functional Behavior Assessment and Positive Behavior Support Plans. The main outcome of this will be to identify the function of the behaviors and provide replacement behaviors and strategies for student success.</p>
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-</p>

	making.
For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Journaling and reflecting Collaboration with teachers and paraprofessional to continue positive behavior support</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of written incident reports related to behavioral incidents</p>

Paraprofessional

Description	<p>Weatherly Area School District Trainings will include:</p> <ol style="list-style-type: none"> 1. Foundations of Special Education 2. Assistive Technology 3. Safety Care Crisis Management 4. Instructional Strategies 5. Collaboration 6. Professional & Ethical Practices <p>Evidence: Completion of the 20 hours of training for highly qualified status. Paraeducators will develop a journal that contains three strategies from each training. The Paraeducators will implement the strategies in the classes and write a reflection of the results.</p>
Person Responsible	Catherine Nelson, Supervisor of Special Programs
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	15
# of Participants Per Session	15
Provider	Weatherly Area SD
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	All para-professionals will take part in a variety of trainings for twenty hours each year to support skills in the all areas of special education.
Research & Best Practices Base	<p>Paraprofessionals must complete 20 hours of professional staff development each school year.</p> <p>Safety-Care Highly Qualified Concepts Inclusion Strategies</p>

For classroom teachers, school counselors and education specialists	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p>
Training Format	<p>Series of Workshops Department Focused Presentation Online-Asynchronous</p>
Participant Roles	<p>Paraprofessional Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Peer-to-peer lesson discussion Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Certificates earned from online training modules</p>

Reading

Description	<p>Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs in the area of reading fluency and reading comprehension. Weatherly Area School</p>
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	District will provide professional development to teachers and paraprofessionals focused on increasing the reading proficiency of our students. Progress monitoring on individual student goals and growth on benchmark assessments will provide evidence of student success.
Person Responsible	Catherine Nelson, Supervisor of Special Programs
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	15
Provider	Weatherly Area SD; IU#21; Outside provider
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	<p><u>Year One (2020-2021)</u></p> <p>Presentation - Aimsweb+ progress monitoring refresher course</p> <p>Target Audience - Special Education Teachers</p> <p>Evidence - Special education teachers will utilize Aimsweb+ for progress monitoring of individualized IEP goals in the areas of oral reading fluency (ORF) and comprehension. Students will be monitored on their respective instructional levels as evidenced by scores ranging from the 11th to 25th percentiles. In the event a student falls below the 11th percentile, teachers will reassess with prior grade level norms to determine the appropriate instructional level, as well as identify areas of need and growth.</p> <p>Presentation - Aimsweb+ benchmark refresher course</p> <p>Target Audience - General Education Teachers</p> <p>Evidence - General education teachers and Title 1 support staff with benchmark and progress monitor students utilizing grade level norms. In the event a student is not making adequate progress, teachers may refer the student to the Child Study Team (CST) for consultation.</p> <p><u>Year Two (2021-2022)</u></p>

	<p>Presentation - ExactPath</p> <p>Evidence - Special Education teachers and paras will utilize the evidence-based ExactPath program to assist students with reading disabilities in bridging gaps as identified through the individual diagnostic testing tool.</p> <p><u>Year Three (2022-2023)</u></p> <p>Presentation - SRA Reading Mastery</p> <p>Evidence - Special education teachers will utilize SRA reading mastery for direct instruction with students at the elementary level. Success will be evidenced by progress monitoring data on individual IEP goals.</p>
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	Series of Workshops

	Department Focused Presentation Online-Asynchronous
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Team review of progress monitoring data on individual student goals

Transition

Description	<p>Weatherly Area School District Training will include:</p> <ol style="list-style-type: none"> 1. Indicator 13: IEP Post Secondary Goals & Services 2. Indicator 14: Post-School Options 3. Career Readiness Indicators for the Future 4. Transition Assessment: Formal and Informal 5. Preparing Transition Age Youth with Autism for the Future 6. Summary of Academic Achievement and Functional Performance for students <p>Evidence: Meet indicators 13 & 14 during Compliance Monitoring. Staff and parents will be provided information on transition services and how to access them.</p>
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Person Responsible	Catherine Nelson, Supervisor of Special Programs
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	6
Provider	Weatherly Area School District/CLIU #21
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Special Education teachers will be able to complete the transition grid. This will include writing measurable annual goals, developing a coordinated set of transition activities, and identifying and coordinating with outside transition agencies. Teachers will provide parents and students with the materials and information required for access to success after graduation.
Research & Best Practices Base	All appropriate transitional staff participated in Indicator 13 trainings.
For classroom teachers, school counselors and education specialists	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Online-Asynchronous
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Parents

Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Joint planning period activities Develop Individual Transition Plans
Evaluation Methods	Classroom student assessment data Participant survey Review of written reports summarizing instructional activity Review Individual Transition Plan(s)

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

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 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 affirms 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer