

## Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 124

School District Total Student Enrollment 640

Percent of Students Receiving Special Education 19.4

## Steering Committee

Name	Position/Role	Building	Email
Brian Pipech	Director of Special Education	Weatherly Area SD	Pipechb@weatherlysd.org
Daniel Malloy	Superintendent	Weatherly Area SD	Malloyd@weatherlysd.org
Tiffany Huff	Other	Weatherly Area SD	Hufft@weatherlysd.org
Nancy Van Horn	General Education Teacher	Weatherly Area El Sch	Vanhornn@weatherlysd.org
Paula DeSpirito	Special Education Teacher	Weatherly Area El Sch	Despiritop@weatherlysd.org
Erin DiGennaro	Parent	Weatherly Area SD	flara98@hotmail.com

## School District Areas of Improvement and Planning - Indicators

### Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

## Graduation (Indicator 1)

Improvement and Planning Activity
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Indicator 1: Graduation Rate Source: 2019-2020 Exiting Collection 1 The planned improvement for increasing graduation rate will be to examine alternate pathways for graduation such as school to work, mid year credit recovery, and graduation based on goal completion.
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## Drop Out (Indicator 2)

Indicator not flagged at this time.

## Assessment (Indicator 3)

Indicator not flagged at this time.

## Education Environments (Indicator 5)

Indicator not flagged at this time.

## Parent Involvement (Indicator 8)

Indicator not flagged at this time.

### Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

### Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

### Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

### Mediation (Indicator 16)

Indicator not flagged at this time.



School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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**Significant Disproportionality - Placement**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

**Significant Disproportionality - Identification**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

<b>Identify Trends/Notable Observations</b>	<b>Improvement Planning and Activities</b>

## Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

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. The Weatherly Area School District provides services to students that fall under the 1306 section by providing transportation to the student to ensure that they receive education once we are notified by the facility. A student is included in the regular education environment as much as possible based on a student's Individualized Education Plan (IEP). The IEP team meeting determines the amount of inclusion that is appropriate for the student. The Weatherly Area School District will also supply a certified Special Education Teacher to the facility or contract with the Carbon Lehigh Intermediate Unit to provide educational services/teachers to ensure proper implementation of the IEP. Identification activities are performed to find a child who is suspected as having a disability that would interfere with his or her learning unless special education programs and services are made available. Children suspected of being "mentally gifted" who need specially designed instruction not ordinarily provided in the regular education program also go through screening activities. The activities include: Review of group data, conduct hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school? 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. To ensure a successful transition back to the school district, the Local Education Agency representative would meet with facility and develop a transition plan to ensure successful transition back to school. This could include but not be limited to: half day/single day/ or certain class integration during the school day, individual meetings with the student and their teacher they will be placed with, and special transportation if needed.



## Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. 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).

## Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The Weatherly Area School District has developed a continuum of services to provide a Free Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) for all eligible students residing in the district. The Individual Education Plan (IEP) team determines the program type and level of service based on the individual needs of each student working from a least restrictive paradigm. The School Performance Plan (SPP) targets and the district's percentages as they relate to Indicator 5-Educational Environments (Ages 6-21), confirms the district's successful approach to Least Restrictive Environment. The district is indicated to be above the State average of educating students inside the regular class 80% or more and below the State average of educating identified students inside the regular class less than 40%.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

Universal practices to address academic and social/emotional needs of all students are applied through the systematic application of our academic, mental health and social/emotional/behavior system of support. Academic and social emotional benchmarking, universal design for learning, accommodations, and social/emotional learning (SEL) practices as well as trauma informed practices are embedded within the core curriculum. Students requiring specific intervention to address academic or behavioral needs are provided with a program of academic interventions as a layer on top of instruction, positive behavior support and related interventions as part of System of Support (MTSS) and School-Wide Positive Behavior Support (SWPBIS) initiatives. The Weatherly Area School District directly contracts with St. Luke's hospital for professional counseling services and with the YESS program for mentorship. Faculty, staff, and related service providers are also provided a variety of routine intra-District and external conference and training opportunities toward furthering the basis of evidence and implementation fidelity of existing practices.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The Weatherly Area School District acknowledges, affirms, and acts on the widespread recognition that special education services are, in fact, a continuum of services, not people and that these services include an array of indirect consultation, planning, and direct case management otherwise unrestricted to the limited, notion that services themselves must presume the presence of an individual physically present alongside the student-in-question. The District begins first with the presumption that any accommodation or modification required for a student with a disability to meaningfully-access and benefit from the instruction provided first in general education settings constitute a service, and is therefore considered and ruled out through an initial checklist of prospects as part of IEP team decisions universally prior to considering or otherwise recommending a more restricted placement (again recognizing that the presumption of special education as-limited to a physical location [e.g., a "regular class"] is both erroneous and inappropriate). These decisions are codified within extant IEPs on a per-student, per-revision basis (thereby affirming the so-called "individual..." in "individualized education plan"). Generally training is provided to all new teachers through the District's Induction program. Topics such as LRE, IEP team contribution and the notion of special education as a service is explained. Case managers and the IEP team provide training as needed through the IEP process. Special education teachers push into classrooms and coach general education teachers on providing accommodations and modifications. This collaborative effort has enabled the District to increase least restrictive environment (LRE) opportunities in the general education classroom. Training provided for inclusive LRE opportunities is student specific and is based on the specific needs of the student. By providing student specific training, the participation is

much more meaningful and impactful in the general education setting. The District's IEP teams always begin with presumptions of competency; capacity; and the initial presumption that students with disabilities are best-served in general education settings alongside their nondisabled peers unless or until objective, observable, measurable converge to demonstrate or strongly suggest that provision within those settings are, more restrictive. These considerations are matters of universal procedural adherence; that is, all IEP Teams begin with these positions unless or until there is substantive, verifiable reason or reason(s) to suggest or otherwise infer that the student-in-question is not able to receive meaningful benefit from general education settings as their primary service provision location. The Weatherly Area School District affirms that special education services are a continuum of seamless, interchangeable accommodations and modifications identified by a data-driven process on the basis of eligibility and need, and implemented toward the universal goal of improving student access-to and benefit-within the instruction provided to the broader student population.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

The Weatherly Area School District acknowledges, affirms, and acts on the widespread recognition that special education services are, in fact, a continuum of services, not people. These services include an array of indirect consultation, planning, and direct case management otherwise unrestricted to the limited notion that services themselves must presume the presence of an individual physically present alongside the student. All services required for the full participation in extracurricular activities are considered universally for any student regardless of disability status. The District believes that all students should receive and be supported in all extracurricular opportunities, regardless of level or category of need.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

The Weatherly Area School District implements procedures to ensure that students who are in out-of-district placements have the opportunity to participate in district lead extracurricular activities. Separate schooling only occurs when the nature or severity of the disability is such that education in the general education setting, even with the use of supplementary aids and services, cannot be achieved satisfactorily. In addition, the student is able to participate in any district activity they choose. During the IEP meeting the Special Education teacher and/or Local Education Agency (LEA) will discuss what extra curricular activities are available for participation and provide information on registrations for the activity as well as transportation information for the chosen activity.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The Weatherly Area School District reviews existing programs, services, and staffing at least one time per year annually. Working with the Carbon-Lehigh Intermediate Unit (CLIU) which provides early intervention services has allowed the district to identify upcoming trends in prospective need areas. Using caseload projections, trends in service provision and a review of the level of need of identified students, the District is able to build capacity of existing staff to meet current needs, expand services to meet the projected needs and continually provide a continuum of services within the district. When a student with a specific exceptional needs moves into the district or is identified, the multi-disciplinary teams makes every effort to design programming to fit the needs of the student.



## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Intermediate Unit Classroom at Carbon Career and Technical Institute	Other	IU classroom	Carbon-Lehigh Intermediate Unit 21	Life Skills Support	2
Behavior Health Associates - Intensive Social Skills Training (ISST)	Licensed Private Academic		Behavior Health Associates	Emotional Support	2
Intermediate Unit Classroom at Carbon Learning and Achievement School (CLAS)	Other	Carbon-Lehigh Intermediate Unit 21	Carbon-Lehigh Intermediate Unit 21	Emotional Support	1
Intermediate Unit Classroom at Carbon County Enhanced Autism (CCEA)	Other	Carbon-Lehigh Intermediate Unit 21	Carbon-Lehigh Intermediate Unit 21	Autistic Support	1
Graham Academy	Approved Private School (APS)		Graham Academy	Autistic Support	2
Behavior Health Associates PRIDE PACKER RIDGE	Licensed Private Academic		Behavior Health Associates	Learning Support	2
Behavior Health Associates Willow Academy	Licensed Private Academic		Behavior Health Associates	Emotional Support	3
Behavior Health Associates Journeys	Licensed Private Academic		Behavior Health Associates	Emotional Support	3
Behavior Health Associates Mahoning Valley	Licensed Private Academic		Behavior Health Associates	Autistic Support	4
Intermediate Unit Classroom Enhanced Autistic Support	Other	Intermediate Unit Classroom	Carbon-Lehigh Intermediate Unit 21	Autistic Support	1
Intermediate Unit Classroom at LB Morris School	Other	Intermediate Unit Classroom for Life Skills	Carbon-Lehigh Intermediate Unit 21	Autistic Support	5
Intermediate Unit Classroom at Penn Kidder School	Other	Intermediate Unit Classroom	Carbon-Lehigh Intermediate Unit 21	Emotional Support	1
Intermediate Unit Classroom at	Other	Intermediate Unit	Carbon-Lehigh	Emotional	1

Towamensing		Classroom	Intermediate Unit 21	Support	
Intermediate Unit Classroom Multiple disabilities at LB Morris School	Other	Intermediate Unit Classroom	Carbon-Lehigh Intermediate Unit 21	Multiple Disabilities Support	1

## Positive Behavior Support

Date of Approval  
2021-01-20

Uploaded Files  
BS policy.pdf

1. How does the district support the emotional, social needs of students with disabilities?  
Students with disabilities are educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations. To support the the emotional and social needs of the students the Weather Area School District has partnered with St Luke's to provide certified therapists through their Your Emotional Strength Support (YESS) program that offers individual and group therapy that can help deal with not only psychiatric and emotional issues but issues pertaining to Aggression, Anxiety, Depression, Isolation, Poor Social Skills, Stress, Trauma, and Truancy. This in conjunction with the group sessions offered by our school psychologist and guidance staff helps to support the social and emotional needs of the students with disabilities.
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.  
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 to be offered in the 2023-2024 academic year. The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of safe holds or other aversive techniques. The use of safe holds shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. Positive Behavior Support (PBS) training will be presented at the beginning of the year and will be conducted by the School Psychologist and the PBS team
3. Describe the district positive school wide support programs.  
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).

4. Describe the district school-based behavior health services.

The Weatherly Area School District 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 St. Luke's. 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.

5. Describe the district restraint procedure.

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary. Physical Restraints Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when

less restrictive measures and techniques have proven to be or are less effective.[1] The Supervisor of Special Programs or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: 1. The restraint is used with specific component elements of a positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. Behavior Support Plan includes efforts to eliminate the use of restraints.

## Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

After reviewing the SES reporting data it has been determined that the Weatherly Area School District is not currently experiencing any difficulties providing a free and appropriate public education (FAPE) for students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement due to the utilization of a continuum of supports and services within the district, as well as collaboration with other local districts, Carbon Lehigh Intermediate Unit, 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.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 5	Secondary	Full-time (1.0)	03/23/2023 11:32 AM

<b>Building Name</b>		
Weatherly Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students in 9th-12th grades.		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 4	Secondary	Full-time (1.0)	03/23/2023 11:30 AM

<b>Building Name</b>		
Weatherly Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students in 9th-12th grades.		0.26

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support 3	Multiple	Full-time (1.0)	03/23/2023 12:53 PM

<b>Building Name</b>		
Weatherly Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a middle school building with students in 6-8		0.34

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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Learning Support 2	Elementary	Full-time (1.0)	03/23/2023 11:06 AM
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<b>Building Name</b>		
Weatherly Area El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in an elementary school building with students in 4-5		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 1	Elementary	Full-time (1.0)	03/31/2023 12:41 PM

<b>Building Name</b>		
Weatherly Area El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in an elementary school building with students in k-3		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 3	Secondary	Full-time (1.0)	03/23/2023 12:52 PM

<b>Building Name</b>		
Weatherly Area SHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range. Caseload covers grade spans 9-12		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 2	Elementary	Full-time (1.0)	03/31/2023 12:41 PM

<b>Building Name</b>
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Weatherly Area SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range. Caseload covers two grades spans 5 - 6 and 7-8		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 1	Elementary	Full-time (1.0)	03/31/2023 12:40 PM

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<b>Building Name</b>		
Weatherly Area SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		32
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range. Caseload covers two grade spans K-2 and 3rd-4th.		0.49



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Weatherly Area El Sch		131
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 33 feet, 10 inches	845sqft	30
<b>Implementation Date</b>		
2022-08-25		
<b>Uploaded Files</b>		

### 1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Weatherly Area El Sch		134
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
<b>Implementation Date</b>		
2022-08-25		
<b>Uploaded Files</b>		

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Weatherly Area El Sch		127
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 4 inches x 40 feet, 0 inches	933sqft	33
<b>Implementation Date</b>		
2022-08-25		
<b>Uploaded Files</b>		

3Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Weatherly Area MS		151
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
<b>Implementation Date</b>		
2022-08-25		
<b>Uploaded Files</b>		

#### 4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Weatherly Area SHS		203
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 6 inches x 27 feet, 10 inches	765sqft	27
<b>Implementation Date</b>		
2022-08-25		
<b>Uploaded Files</b>		

5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Weatherly Area SHS		215
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 27 feet, 0 inches	675sqft	24
<b>Implementation Date</b>		
2022-08-25		
<b>Uploaded Files</b>		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	





## Special Education Support Services

### 7Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Secondary	District
Paraprofessionals	6	Elementary	District
Paraprofessionals	2	Secondary	District
Occupational Therapist	1	District Wide	Contractor
Other	1	District Wide	Contractor
Other	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
What is a Functional Behavior Assessment			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Tiffany Huff, School Psychologist			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Autism: An Educators Guide			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Brian Pipech/Supervisor of Special Programs			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

<b>Description of Training</b>	
Applied Behavioral Analysis	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Tiffany Huff, School Psychologist and Carbon Lehigh Intermediate Unit	

Hours Per Training	Number of Sessions	Provider	Audience
2	20	District PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

### Positive Behavior Support

Description of Training			
School-Wide Positive Behavior Support (SWPBS) Refresher			
Lead Person/Position		Year of Training	
Tiffany Huff/ School Psychologist			
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Classroom Positive Behavior Support (SWPBS) / Classroom Management Refresher			
Lead Person/Position		Year of Training	
Tiffany Huff/ School Psychologist			
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents

			Paraprofessionals Special Education Teachers
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<b>Description of Training</b>			
Executive Functioning Training			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Brian Pipech/Supervisor of Special Programs, Outside Trainer			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	8	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Faculty training on crisis de-escalation and management			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Tiffany Huff/ School Psychologist			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

[Paraprofessional](#)

<b>Description of Training</b>
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Safety-Care			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Brian Pipech/Supervisor of Special Programs			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Confidentiality			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Brian Pipech/Supervisor of Special Programs			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

<b>Description of Training</b>			
Carbon Lehigh Intermediate Unit Annual Trainings including behavior, reading, and trauma practices			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Carbon Lehigh Intermediate Unit			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	3	Intermediate Unit	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
De-Escalation Strategies			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Tiffany Huff/ School Psychologist			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District	General Education Teachers

			Paraprofessionals Special Education Teachers
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<b>Description of Training</b>			
PaTTAN Paraprofessional Training Videos on Various Topics			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PaTTAN Training Videos			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	20	PaTTAN	Paraprofessionals

### Transition

<b>Description of Training</b>			
Early Intervention Meetings - Transition to Kindergarten			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Brian Pipech/Supervisor of Special Programs			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	3	District Intermediate Unit	Building Administrators Central Office Administrators Parents Special Education Teachers

<b>Description of Training</b>			
Transition Clinic - Post high school planning for employment, post secondary education, and independent living			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Brian Pipech/Supervisor of Special Programs			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	3	District	Building Administrators

			Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers
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<b>Description of Training</b>			
Indicator 13: IEP Post Secondary Goals & Services			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Carbon Lehigh Intermediate Unit			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	3	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers

Science of Literacy

<b>Description of Training</b>			
Literacy training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Kings College			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	5	Other	General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Keystone State Literacy Association Conference			



Lead Person/Position		Year of Training	
Keystone State Literacy Association			
Hours Per Training	Number of Sessions	Provider	Audience
6	2	Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Aimsweb+ progress monitoring and benchmarking refresher course			
Lead Person/Position		Year of Training	
Brian Pipech/Supervisor of Special Services			
Hours Per Training	Number of Sessions	Provider	Audience
3	6	District Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
SRA Reading Mastery Refresher			
Lead Person/Position		Year of Training	
Outside Provider and Carbon Lehigh Intermediate Unit			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit Other	Special Education Teachers

### Parent Training

Description of Training
Office of Vocational Rehabilitation (OVR) Training for Families

Lead Person/Position		Year of Training	
Brian Pipech/Supervisor of Special Programs and OVR			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Other	Parents Special Education Teachers

Description of Training			
Parent Training Sessions on Special Education Topics			
Lead Person/Position		Year of Training	
Tiffany Huff, School Psychologist			
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District	Parents Other

Description of Training			
Title 1 Parent Meetings			
Lead Person/Position		Year of Training	
Tiffany Huff, School Psychologist			
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District Other	Parents

### IEP Development

Description of Training	
IEP Basics	
Lead Person/Position	Year of Training
Brian Pipech/Supervisor of Special Programs	

Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Writing Re-Evaluation Reports Refresher and Training for New Staff			
Lead Person/Position		Year of Training	
Tiffany Huff, School Psychologist			
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Special Education Teachers

Description of Training			
Progress Monitoring and Interventions			
Lead Person/Position		Year of Training	
Brian Pipech/Supervisor of Special Programs and Tiffany Huff, School Psychologist			
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Training on a variety of OT techniques and adaptations that can be used in the regular education classroom with ALL students (wobble chairs, fidget aids/bands)			
Lead Person/Position		Year of Training	
Brian Pipech/Supervisor of Special Programs and Parent			
Hours Per Training	Number of Sessions	Provider	Audience

2	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers
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## Signatures & Affirmations

Approval Date

Uploaded Files

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x 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.

Superintendent/Chief Executive Officer

Date

