

Wattsburg Area SD

Special Education Plan Report

07/01/2020 - 06/30/2023

Comments should be submitted to:

MerriBeth Knappenberger, Director of Special Education via email at:

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District Profile

Demographics

10782 Wattsburg Road
 Erie, PA 16509-0000
 814-824-4145
 Superintendent: Kenneth Berlin
 Director of Special Education: MerriBeth Knappenberger

Planning Committee

Name	Role
Hillary Barboni	Administrator : Professional Education Special Education
Kenneth Berlin	Administrator : Professional Education Special Education
Rebecca Kelley	Administrator : Professional Education Special Education
Dr. Andrew Pushchak	Board Member : Professional Education Special Education
Julie Danowski	Ed Specialist - Other : Special Education
Meredith Reininger	Ed Specialist - School Psychologist : Professional Education Special Education
Emily Manino	High School Teacher - Special Education : Professional Education Special Education
Pam Carson	Middle School Teacher - Regular Education : Professional Education Special Education
Shanna Robinson	Parent : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 261

Identification Method

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

Wattsburg Area School District utilizes the discrepancy model for identifying students with specific learning disabilities. The school psychologist assesses the students who are thought to have a specific learning disability using a standardized intelligence test, individual achievement test, and other standardized tests as needed. Using the results of the assessment, the school psychologist determines if a significant discrepancy exists, then during the multi-disciplinary team meeting, the results are shared and the determination of eligibility is made by the team.

Eligibility determination is based on three criteria. First, the team must determine if a significant discrepancy exists. To determine if a significant discrepancy exists, one must compare a student's expected achievement based on cognitive testing with his or her actual achievement according to an individually administered test of achievement. Expected achievement is estimated based on measured intelligence using a linear regression approach. Expected achievement levels are reported in standard score terms using a 1.5 standard error of estimates. Actual achievement scores must be found to be statistically discrepant from expected achievement levels in order to qualify as a learning disability according to this definition. The second criteria is that a student must be performing below grade or age-level standards as determined by standardized assessments, local and state testing, classroom-based measures, and teacher input. Lastly, the multidisciplinary team must determine if the student requires specially designed instruction in order to make adequate progress in the curriculum. Outside factors, as outlined on the specific learning disability worksheet on the evaluation and re-evaluation reports, must be ruled out as primary reasons for learning difficulties.

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>

At this time, Wattsburg Area School District does not have any significant disproportionalities within the population of students with disabilities.

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?

Wattsburg Area School District is not a host district at this time, however the following are the steps in the process for Section 1306 students in the event that WASD becomes a host district:

1. WASD would be in communication with the facility as new students were placed in the facility, the district would work collaboratively with the facility to enroll new students and gather student educational records within one business day of placement.
2. WASD business department would issue a PDE 4605 to the student's district of residence.
3. If the student were identified as eligible for special education programs and services, WASD would convene an IEP team meeting to consider the most appropriate educational placement for the student in the least restrictive environment with the needed supplementary aides and services to meet their needs including offering attendance to the public school.
4. WASD would work collaboratively with the facility in order to provide a free appropriate public education to any and all of the students in the facility, this includes conducting child find activities, reporting progress for the students, appointing a surrogate as needed, and communicating with the home school district of the student.

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 Wattsburg Area School District receives notification form 4605 from the correctional institution when a student is incarcerated. The district will provide all educational information to the institution and would offer to participate in the evaluation, re-evaluation, IEP, and discharge planning for any Wattsburg student who is incarcerated

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.

The Wattsburg Area School District is dedicated to providing their students with an educational placement in the Least Restrictive Environment. The Multi-Disciplinary Team considers the regular education classroom with supplementary aid and services first, however, in order to meet all students' needs the district must review the continuum of program and service options. The majority of special education students receive programs and services within their home school with varying levels of supplementary aids and supports. Students receiving instruction in special education classrooms are integrated into regular education classrooms with their non-disabled peers to the maximum extent possible meeting their individual needs. If the IEP team determines that a student's needs cannot be met in the home school, the district will provide appropriate programs for their students in a neighboring school district, an approved private school, or through an Intermediate Unit program, as close to the student's home as possible. The goal of the district is to have students with disabilities within the regular education environment with their non-disabled peers to the maximum extent possible. The use of self-contained and/or full-time special education programs are only used when the IEP team determines that this level of support is needed for the student in order to make progress toward their IEP goals. The district works collaboratively with the students' parents to identify an appropriate Individualized Education Program that meets the needs of their child in the least restrictive environment possible.

WASD has laptops and/or tablets available for students who need assistive technology support and have Kurzweil, JAWS, and utilize audio textbooks for students. Additionally, WASD has digital recorders available for students who are in need of recording lectures and / or recording their responses for assignments, projects, and tests. WASD utilizes Bookshare for students that need audio textbooks, fiction, and nonfiction books. All teachers in the district have participated training on how to adapt materials, resources, and instructional strategies for students. Special education teachers work to develop IEP goals that are aligned with the general education curriculum and reflect the individual student's needs in the regular education classroom. Students who exhibit challenging behaviors have positive behavior support plans that are given to the regular education teachers, which includes all of the needed information related to the student's specific needs and adaptations. WASD has a mental health staff for the school district who is involved with students who may need additional counseling support in addition there is an outpatient clinic in the district

that provides individual and small group therapy to students who are need of further mental health support. WASD provides 1:1 paraprofessional support for students with disabilities who are in need of more intensive support to be able to access the regular education environment to fullest extent possible.

WASD utilizes a variety of research based practices to ensure that students with disabilities are included within the regular education curriculum in the least restrictive environment as much as possible. In the special education program, we use the SRA Corrective Reading Program beginning in 3rd grade through 12th grade for students with significant reading problems. We use Connecting Math Concepts for students who are need of an intensive math program, in 3rd grade through 8th grade. Throughout the entire school district we provide a variety of level of support for students with disabilities, we have special education pull-out services for students who need intensive instruction in the areas of reading, writing, and mathematics. Additionally, we provide inclusion support with special education teachers co-teaching within the regular education classrooms and special education paraprofessionals that are scheduled in the regular education classrooms to support students in special education in the regular education environment.

WASD utilizes the local Intermediate Unit 5 for training and consultation either through the IU consultant coming into the district to train and/or consult or our district employee will attend trainings at the IU5 to bring the information back to the district employees. WASD employees attend trainings offered at the regional PATTAN facility and PDE trainings/conferences to gain knowledge of new strategies and techniques. Any employee who attends trainings or conferences shares the information with their special education supervisor and other special education employees, upon their return to the district through scheduled trainings and special education faculty meetings.

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.

Wattsburg Area School District has a school board approved positive behavioral support policy as of 2009. The district recognizes the need for positive behavioral supports to be implemented for all students who exhibit challenging behaviors. The positive interventions include providing appropriate training and support to faculty and staff who work with students who may exhibit challenging behaviors. A variety of positive intervention and de-escalation techniques must be utilized with students who exhibit challenging behaviors. The use of safe physical management is only allowed if a student is harming themselves or others, must be a last resort, and conducted by certified personnel. Positive behavior support plans are developed and implemented for any student who demonstrates challenging behaviors.

WASD provides training to teachers for Handle with Care, writing PBSPs, and working with challenging students. We discuss various interventions and techniques at special education faculty

meetings and building level team meetings for working with ES students and students that demonstrate the most challenging behaviors.

WASD has building level teams at each building that meet every three weeks, the team includes special education personnel, regular education personnel, guidance counselors, building administrators, and our district student assistance liaison. We have a Student Assistance Liaison who works with any student and family who needs support for mental health, behavioral health services, and other services (filing for MA, financial needs, medical needs). This position is the Student Assistance Liaison for the high school, middle school, and elementary center. WASD has developed a team approach for working with students who have mental health issues and /or challenging behaviors. WASD works collaboratively with all of the agencies that provide our students with school-based mental health services, we have an out patient clinic within the district for our students and families, and we have the availability to offer specific services to families or connect them to the outside agencies who provide the service. WASD faculty, staff, and building administrators regularly attend Joint Planning Team and Authorization meetings for students who are receiving Behavioral Health Services from outside agencies, we work collaboratively with local Acute Partial Hospitalizations and Partial Hospitalization Programs to ensure our students have access to the mental health services that they need. We also provide district paid psychiatric evaluations and educational neuro-psychological evaluations for students who need the district and the parent feel need additional information to best meet their mental health and/or educational needs.

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.

Wattsburg Area School District has a district wide emotional support program for their students who need an emotional support classroom, kindergarten through 12th grade. Additionally, an IU run high school level Autistic support classroom at Seneca High School to support students who are identified with autism and a district operated Life Skills program for students in Kindergarten through age 21.

In the event that WASD would have a student who is difficult to find an appropriate educational placement, WASD would contact the IU5 Intensive Interagency consultant, the PATTAN consultant and/or the Interagency Team Coordinator for the county case management services, to provide us with additional support to ensure FAPE for every student in the school district. WASD is continuing to develop the assistive technology support available to students with disabilities. There

has been an increase in technology purchases including laptops/tablets for student use and software programs such as Kurzweil and JAWS to support students in their academic courses. WASD recognizes that we do have a gap in the continuum of programs for students who demonstrate extremely challenging behaviors in grades K-6. Regionally we are limited to the availability of programs for the age range, we have a partial hospitalization program that students can be referred to and an approved private emotional support program, however we have no other options for students in this grade range who demonstrate extreme behaviors. WASD has been in discussion with other districts as to how to service this age range with challenging behaviors, however this is an area that all of the regional school district's continue to struggle with at this time.

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
Barber National Institute	Approved Private Schools	Life Skills Support and Autism Support	5
Community Country Day School	Approved Private Schools	Emotional Support	3
Sarah A Reed Children's Center Partial Hospitalization Program	Other	Emotional Support	1
Bethesda Alternative Education	Other	Learning Support and Emotional Support	2
Harborcreek Junior High School	Neighboring School Districts	Autism Support	1
North East Intermediate Elementary School	Neighboring School Districts	Autism Support	1

Special Education Program Profile

Program Position #2

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: February 29, 2016

Reason for the proposed change: Updated caseload for class.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 20	6	1
Justification: Parents are notified of that the program is outside of the age for their child and the IEP team determines is the program is appropriate for each student.				
Locations:				
Seneca High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: February 29, 2016

Reason for the proposed change: Updated caseload information.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	5 to 15	20	0.5
Justification: Students are provided speech language therapy individually or in small groups, when in small groups students are within the 3 year age range requirement.				
Locations:				
District Wide	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 29, 2016*Reason for the proposed change:* Updated caseload information.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	52	1
Justification: Students receive speech and language therapy individually or in small groups, when they are in small groups they will be within the 3 year age requirement.				
Locations:				
District Wide	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 29, 2016*Reason for the proposed change:* Updated caseload information.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	25	1
Justification: The age range for this position is outside of the age range for the case load only, students are seen by grade level instructionally.				
Locations:				
Wattsburg Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 29, 2016*Reason for the proposed change:* Updated caseload information.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	23	1

Justification: The age range for this position is outside of the age range for the case load only, students are seen by grade level instructionally.

Locations:				
Wattsburg Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 29, 2016

Reason for the proposed change: Updated caseload information.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 10	13	1
Justification: The age range outside of the required range is due to the case load of the teacher, instructionally students are grouped within the 3 year age range as required.				
Locations:				
Wattsburg Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 29, 2016

Reason for the proposed change: Updated caseload information.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	21	1
Locations:				
Wattsburg Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 29, 2016

Reason for the proposed change: Updated caseload information.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	22	1
Locations:				
Wattsburg Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 29, 2016*Reason for the proposed change:* Updated caseload information.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	19	1
Locations:				
Wattsburg Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 29, 2016*Reason for the proposed change:* Updated caseload information.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 13	7	1
Locations:				
Wattsburg Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 29, 2016*Reason for the proposed change:* Updated caseload information.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	30	1
Locations:				
Seneca High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 29, 2016*Reason for the proposed change:* Updated caseload information.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	31	1
Locations:				
Seneca High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 29, 2016*Reason for the proposed change:* Updated caseload information.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	16	1
Locations:				
Seneca High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 29, 2016*Reason for the proposed change:* Updated caseload information.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	16	1
Locations:				
Seneca High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 29, 2016*Reason for the proposed change:* Updated caseload information.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 14	3	0.1
Justification: This is an Itinerant position and the age range is due to case load assignment, students are seen individually.				
Locations:				

District Wide	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #17

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 29, 2016

Reason for the proposed change: At this time we do not use this service, our student graduated, however it cannot be removed/deleted.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 6	1	0.03
Locations:				
District Wide	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 26, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 13	11	1
Justification: Justification: WASD parents want their students to remain in the district as much as possible, the IEP team will determine if the program meets the child's needs and document the age range difference through their IEP, with a description as to why the program is appropriate for the student.				
Locations:				
Wattsburg Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 21	11	1
Justification: This is a Life Skills classroom that will provide service to students that are outside of the age range, with an IEP team determination of appropriate services and programs and with parental consent.				
Locations:				
Seneca High School/ Wattsburg Area Middle School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director	District Wide	1
School Pyschologist	District Wide	1
Special Education Aide	Wattsburg Area Middle School	1
Special Education Aide	Wattsburg Area Middle School	1
Special Education Aide	Wattsburg Area Elementary Center	1
Special education Aide	Seneca High School	1
Special Education Aide	Wattsburg Area Elementary Center	1
Special Education Aide	Wattsburg Area Elementary Center	1
Special Education Aide	Wattsburg Area Elementary Center	1
Special Education Aide	Wattsburg Area Elementary Center	1
Personal Care Aide/Special Education Aide	Seneca High School	1
Special Education Aide	Seneca High School	1
Special Education Aide	Seneca High School	1
Special Education Aide	Seneca High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Assistive Technology	Intermediate Unit	2.75 Hours
Physical Therapy	Intermediate Unit	5 Hours
Occupational Therapy	Intermediate Unit	13 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Special education teachers, paraprofessionals, and regular education teachers will have professional development related to the disability category of autism during the life of the special education plan. The professional development will include characteristics of the disability, positive behavior support interventions, and academic strategies/techniques that are supported by research. The information for the trainings was gathered through a survey that all teachers were given in the Fall of 2021.
Person Responsible	Special Education Director
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	3.0
# of Sessions	2
# of Participants Per Session	50
Provider	Wattsburg Area School District
Provider Type	IU
PDE Approved	No
Knowledge Gain	<p>WASD will provide training in the area of autism every school year in the following areas to all faculty and staff who are working with students who are identified with autism:</p> <ol style="list-style-type: none"> 1. Overview of the characteristics, educational implications and supports needed to include students with autism in the regular education environment. 2. Provide teachers with training in specific teaching strategies that are effective for students with autism. 3. Provide teachers and paraprofessional training in the development of prosocial interactions with students with autism and their normally developing peers.

Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
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.
Training Format	LEA Whole Group Presentation
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	Follow-up from special education director with participants via a survey, interview, and/or observation
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Behavior Support

Description	Special education teachers will receive training on conducting and analyzing FBA information, using FBA information to develop PBSPs, and working with students who exhibit challenging behaviors.
Person Responsible	Special Education Director
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	35
Provider	School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	<ol style="list-style-type: none"> 1. Identify target behaviors and conduct FBAs then analyze results. 2. Develop an understanding of PBSPs and how to implement them within the regular education environment. 3. Develop an understanding of de-escalation techniques and strategies for the regular education environment.
Research & Best Practices Base	The trainings will include research based materials and resources from PATTAN, IDEA regulations, Handle with Care, and other resources available.
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>
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. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Completion of real and/or simulated case studies
Evaluation Methods	Reveiw of real and/or similtated case studies

Paraprofessional

Description	Paraprofessionals will receive training in First Aid/CPR and or Handle with Care every school year. They will recieve additional training that is position specific to earn up 20 hours of targeted professional development every year through webinars from PATTAN or other website.
Person Responsible	Special Education Director
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	2
# of Participants Per Session	17
Provider	Red Cross, PATTAN, and Master Teacher
Provider Type	School district personnel and Local EMTs for First Aid/ CPR
PDE Approved	No

Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
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.
Training Format	Series of Workshops
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Testing at end of sessions
Evaluation Methods	certificate

Reading

Description	Special education teachers will receive professional development in the area of specialized reading strategies and techniques to build reading fluency and comprehension. Including implementation of corrective reading programs.
Person Responsible	Special Education Director
Start Date	7/1/2020
End Date	6/30/2023

Program Area(s)	Professional Education, Special Education
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Professional Development Details

Hours Per Session	3.0
# of Sessions	2
# of Participants Per Session	12
Provider	School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Special education teachers will gain knowledge and skills of strategies and techniques in the 5 major areas of reading: Phonemic awareness, Phonics, Fluency, Vocabulary, and Comprehension. Additional training on implementation of corrective reading programs.
Research & Best Practices Base	The research base will be information gathered and based on the research from leading authors in the field of reading and will include recommendations from the meta-analysis of this research.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
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. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers

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
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Transition

Description	Professional development for transition will be related to IEP requirements, assessments, program planning and development, and after graduation. Training materials, agendas, and sign-in sheets will be kept as evidence.
Person Responsible	Special Education Director
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	2
# of Participants Per Session	20
Provider	School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	1. Special education teachers will learn how to develop the transition section of the IEP based on the transition assessment information, develop goals for transition, and develop graduation plans for the IEPs to reflect meaningful transition activities.
Research & Best Practices Base	Information for trainings will be obtained from the local IU and PATTAN.

For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
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.
Training Format	Series of Workshops Department Focused Presentation
Participant Roles	Classroom teachers Parents
Grade Levels	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
Evaluation Methods	Participant survey

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