

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 271
School District Total Student Enrollment 1334
Percent of Students Receiving Special Education 20.3

Steering Committee

Name	Position/Role	Building	Email
Krista Wehan	Director of Special Education	Wattsburg Area SD	krista.wehan@wattsburg.org
Meredith Reininger	Other	Wattsburg Area El Ctr	meredith.reininger@wattsburg.org
Dr. Andy Pushchak	Board Member	Wattsburg Area SD	andy.pushchak@wattsburg.org
Pamela Carson	Special Education Teacher	Wattsburg Area MS	pamela.carson@wattsburg.org
Keith Miller	Building Principal	Seneca HS	keith.miller@wattsburg.org
Amanda Stalford	Parent	Wattsburg Area SD	amanda.stalford@wattsburg.org
Rebecca Kelley	Director of Curriculum	Wattsburg Area SD	becca.kelley@wattsburg.org
Kristen Ward	General Education Teacher	Wattsburg Area MS	kristen.ward@wattsburg.org
Dr. Kenneth A. Berlin	Superintendent	Wattsburg Area SD	ken.berlin@wattsburg.org

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)

Improvement and Planning Activity

Professional development for all Special Education teachers and relevant staff regarding the special education process and proper completion of forms to ensure compliance.

Professional development for all special education teachers and relevant staff focusing on secondary transition planning, goals and services.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity

Indicator 3A: Participation Rate: Develop a communication plan to ensure parent/guardians are aware of assessment dates and times. This is especially important for students that are placed out of district, other educational entities, and for students that attend virtual/cyber learning.

3B Proficiency Rate: WASD implemented remediation programs (Read 180, System 44) to help address student needs in ELA. Seneca High School has created additional courses in Math/ELA/Science to help address the needs of students in reaching proficiency in state assessments. Summer learning opportunities are available at the elementary and middle schools, while the high school offers credit recovery and remediation classes.

3D Gap in Proficiency: The WASD will use PVAAS data to view and monitor growth in student with disabilities who participate in PSSAs and Keystones. WASD will provide professional development to all regular and special education teachers to properly align curriculum and lesson plans with eligible content to help decrease the gap in proficiency rates.

Education Environments (Indicator 5)

Improvement and Planning Activity
The Wattsburg Area School District will examine all building level schedules and discuss increasing ways to provide more opportunities for students with disabilities to be included in the LRE.
The WASD will create a table to reflect current data of the LRE and build upon it each year. Moving forward, the chart will be reviewed to determine if progress is being made with the LRE and to discuss trends in data.
The WASD will provide professional development opportunities for regular and special education faculty and staff focusing on meeting the needs of students with disabilities in the general education classroom. Topics will include, but are not limited to, accommodations, modifications, and supplemental aides and services.

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.

Identify Trends/Notable Observations	Improvement Planning and Activities

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.)

Wattsburg Area School District is not a host district at this time, however the following are the steps the school district would take in the event that WASD becomes a host for a 1306 facility. 1. WASD would be in communication with the facility as new students are placed; 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 environments with the needed supplementary aides and services to meet their needs including 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.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

WASD would offer full and transparent communication with 1306 facilities throughout a student's placement and their transition back to school. WASD would invite the home district to any and all meetings held pertaining to the specific student(s); in addition WASD would provide copies of all school records and documents including Special Education forms. When a discharge meeting has been scheduled, WASD will set up a discharge planning meeting at least 30 days prior to create a transition plan for the student and to address any concerns the home district may present. A second transition meeting will be held, 7-10 days prior to the discharge date, to finalize the transition plan and present current levels and progress of the student to the team. Upon discharge, all school based reports and documents will be shared with the home school.

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.

WASD is dedicated to providing the least restrictive environment for all its students to the maximum extent possible in the regular education environment based on their individual needs. The state data for the 2021-2022 school year, has the WASD 71.21% of students inside the regular education classroom more than 80% of the time as compared to 61.8% at the state level. The WASD, 5.1%, is also below the state percentage, 9.9%, for inside the regular class and in other settings. The district's special education percentage in other settings, 4.9% is slightly above both the state percentage of 4.7% and above the SPP/APR target of 4.8%. The majority of special education students receive programs and services within their home school 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 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 WASD is focused on ensuring students are included more with their typical peers, and in doing so professional development will focus on differentiated instruction, data-driven instruction, building schedules and IEP development.

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?

WASD provides guidance and school counselors at all buildings, accessible to all students. WASD provides Student Assistant Program counselors and liaisons in all buildings. At the K-6 grades, there are building level teams and SAP teams that meet regularly to address student concerns and have begun to hold social emotional groups. In 7-12 grade, we have building level and SAP teams that meet regularly, as well as a full-time SAP counselor, and a contracted BSC that works district-wide that is on-campus two and a half days per week. WASD contracts with Sarah Reed Children's Center to provide an outpatient therapy clinic at all three buildings. Pyramid Health provides drug and alcohol support as well as a smoking cessation program for students. In addition, the Wattsburg Area Middle School and Seneca High School have created refocus rooms, for students who need support for behavior academics and mental health. These rooms are run by a Sarah Reed Children's Center employee, serving all students in the district. Educational and special education paraprofessionals are also available to assist within the buildings and service students with and without IEPs.

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 WASD participates in a 1:1 technology program, with assistive technology programs and apps as needed. The school district utilizes several educational platforms (including but not limited to CDT, IXL, Acadience, SRA, Read 180, System 44, and Connecting Math Concepts) to provide diagnostic and benchmarking data to appropriately place students in classrooms and to provide the support they need to be successful. Teachers have received training in adaptations and modifications for differentiation in the classroom. Professional development days have also been utilized to provide additional trainings for all teachers on all assistive technology and educational platforms. Special education teachers are available to support general education teachers to adapt and modify the curriculum and assessments as needed per IEPs. Seneca High School, in collaboration with the Special Education Department, created a Resource Room in the 2021-2022 school year that provides students with IEPs an additional resource to assist with organization, homework and classwork completion, study skills and other supports to ensure academic success. The facilitator of this room maintains daily logs of attendance and work completed by the students, along with creating an environment where students feel safe and are encouraged to work to their potential.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. WASD is willing and able to providing supports and services, as deemed necessary by the IEP team, to ensure meaningful participation in extracurricular activities that a student chooses. In addition to assistive technology, possibilities include personal care attendants, behavior plans, specialized transportation, along with open communication between activity directors and IEP team. Every student with a disability in the WASD is provided the opportunity to participate in enrichment classes such as library, gym, art, and music. They also participate in lunch, recess, assemblies, school programs and field trips with their non-disabled peers. The goal of the WASD is to encourage all students, especially those with disabilities, to participate in extracurricular activities as much as possible.
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? Any WASD student that has been placed in a private institution, are afforded the opportunity to participate in any and all district lead extracurricular activities. If a student has been placed in a private institution, the IEP team has met and determined that this is the appropriate placement for that student and will provide the necessary accommodations for them to participate in the Least Restrictive Environment.
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)
As the needs of WASD students grows, we have worked hard to create and establish programs needed to keep students within their home district and to ensure they are being provided with the proper program to meet their individual needs. Currently, WASD has Kindergarten through age 21 Life Skills Support and K-12 Emotional Support services housed in the school district. New enrollment and population changes across the county has highlighted the need for an autistic support program housed with in the district to provide a more thorough continuum of services for students under the category of Autism Spectrum Disorder, especially in grades K-2. Most of the out of district placements are for those students under the Autism Spectrum category that needed a higher level of support than what was able to be provided in our schools. The goal is to create programs that lessen the amount of transition for this student population while still providing the level of support they need. Even when students placed out of district, the Supervisor of Special Education is included in all IEP meetings and decisions; along with the Special Education Supervisor, the WASD school psychologist visit these students to ensure that their needs are being met and they are being successful in these programs. As students progress, our goal is to bring these students back to their home school.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
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Community Country Day School	Approved Private School (APS)		Community Country Day School	Emotional Support	3
Elizabeth Lee Black School	Approved Private School (APS)		Barber National Institute	Autistic Support	1
Earle C. Davis Primary School	Other	Public School District	North East School District	Autistic Support	2
Rolling Ridge Elementary	Other	Public School District	Harbor Creek School District	Autistic Support	2
Harbor Creek Junior High School	Other	Public School District	Harbor Creek School District	Autistic Support	2
Seneca High School	Other	Public School District	Northwest TriCounty Intermediate Unit 5	Autistic Support	2
Elizabeth Lee Black School	Approved Private School (APS)		Barber National Institute	Multiple Disabilities Support	3
Perseus House-Brighter Horizons	Other	Other Private Separate Facility-Residential	Perseus House	Emotional Support	1

Positive Behavior Support

Date of Approval
2020-12-07

Uploaded Files

WASD Behavior Support Services Policy.pdf

1. How does the district support the emotional, social needs of students with disabilities?

WASD has building level teams along with a Student Assistant Program team and counselor to assist students. There is a special education team that sits on and participates in the building level teams, sap teams (which can include one or more of the following, special education teacher, school psychologist, special education supervisor, speech and language pathologist). In addition, the middle and high schools have created Refocus Rooms which allow for students to have a safe space to calm down, learning coping skills, complete work and maintain their emotional and social well being. WASD has contracted with an outside agency to provide school based counseling services, as well as a Student Assistance Program liaison that completes mental health assessments, provides immediate assistance to any student in crisis, makes recommendations for outside services and provides resources for families. WASD is committed to ensuring all of our students emotional and social needs are met and take priority, especially those 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.

WASD provides training to Special Education teacher and aides for Handle with Care, writing Positive Behavior Support Plans, and working with challenging students to all teachers. 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 also contracted with Sarah Reed to employ a Behavior Consultant for faculty and staff. The Behavior Consultant sits in on building level team meetings, SAP meetings, IEP meetings, as well as observes students in class, conducts Functional Behavior Assessment and using that data creates a Positive Behavior Support Plan with the IEP team. All administration, including the school resource officer, are trained in de-escalation techniques and are available for any student in crisis. Para-educators are also provided specific training that pertains to the needs of the students under their care.

3. Describe the district positive school wide support programs.

WASD does not have a district wide positive school wide support program, but WAEC and WAMS do have individual programs in their respective buildings. WAEC subscribes to the Olveus bullying program, students, teachers, and administrators recite the anti-bullying pledge everyday and participate in school wide activities to educate students about the program. WAEC also recognizes monthly "Leadership Counts" leader of the month from each grade level based on teacher nominations and votes. Students are nominated based on their demonstration of at least 4 of the six leadership qualities endorsed by WAEC: Listen, Empathy, Attitude, Dependability, Effort and Respect (L.E.A.D.E.R). Students that are recognized will receive a Leader of the Month certificate, "Bobcat Leader of the Month" yard sign, name recognition on the WAEC webpage and the student's name and photograph displayed at WAEC. Wattsburg Area Middle School promotes the PAWsitive Energy Program. The goal of this program is to create a positive environment within the school day; promote citizenship, excellence in academics and appropriate behavior. Students at WAMS will be awarded WAMS Reward Tickets by teachers when

students are seen making choices in accordance with the PAWsitive Energy Program's goal. Students enter these tickets for a drawing held once a month for small prizes. WAMS also has Student of the Month nominations and ceremonies. One student from each grade level is nominated by their teachers and is presented a Student of the Month certificate, a Student of the Month Medal, along with a small treat by building administrators. Student of the month nominees .

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

WASD has created a team approach for working with students who have mental health issues and/or challenging behaviors. WASD works collaboratively with the Sarah Reed Children's Center to provide school based outpatient counseling services at all three buildings. WASD also coordinates with the Barber National Institute and Sarah Reed Children's Center to provide Acute Partial Hospitalizations and Partial Hospitalization programs to ensure our students have access to the mental health services that they need. The WASD also provides district paid psychiatric evaluations and educational Nero-psychological evaluations for students that the district and parent feel needs additional information to best meet their mental health and or educational needs. Each building with the WASD has building level teams which meet every three weeks to identify early problems and to act quickly to provide support to students in needs. The supports and interventions are put in place to remediate or resolve the issue where possible. These teams are made up of teachers, the school psychologist, building administration, guidance counselor, supervisor of special education and the nurse.

5. Describe the district restraint procedure.

The Wattsburg Area School District utilizes the Handle with Care Safe Physical Management program. All special education aides are trained in the program, along with building level administrators, School Resource Officers, Emotional Support teachers, and Life Skills teachers. The use of safe physical managements is only allowed if a student is harming themselves or others, as a last resort, and conducted by certified personnel. If and when a restraint occurs, the team will complete the restraint report, contact the parent, and schedule an IEP meeting within ten days of the incident, or provide a waiver to the parents if they choose not to hold an IEP meeting.

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.

WASD currently has one student reported as receiving Instruction Conducted in the Home. The IEP team has met and decided it was in the best interest for the student to remain receiving Instruction in the home.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WAECAS1	Elementary	Full-time (1.0)	02/22/2023 09:03 AM

Building Name		
Wattsburg Area El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Due to the population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart in age.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHSES1	Secondary	Full-time (1.0)	02/06/2023 01:03 PM

Building Name		
Seneca HS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Due to the population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart in age.		0.2

Building Name		
Seneca HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Due to the population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart in age.		0.1

Building Name		
Seneca HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support	Case Load	
Full-Time (80% or More)	1	
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHSLSS1	Secondary	Full-time (1.0)	02/06/2023 01:04 PM

Building Name		
Seneca HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 20
Age Range Justification		FTE %
Due to the population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart in age.		0.07

Building Name		
Seneca HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 20
Age Range Justification		FTE %
Due to the population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart in age.		0.25

Building Name		
Seneca HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 20
Age Range Justification		FTE %
Due to the population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart in age.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHSL3	Secondary	Full-time (1.0)	02/06/2023 01:05 PM

Building Name
Seneca HS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Due to the population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart in age.		0.44

Building Name		
Seneca HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Due to the population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart in age.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHSLS2	Secondary	Full-time (1.0)	02/06/2023 01:06 PM

Building Name		
Seneca HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Due to the population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart in age.		0.42

Building Name		
Seneca HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Due to the population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart in age.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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SHSLS1	Secondary	Full-time (1.0)	02/06/2023 01:06 PM
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Building Name		
Seneca HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Due to the population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart in age.		0.3

Building Name		
Seneca HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %

Due to the population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart in age.	0.2
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WASD SHS AS IU	Secondary	Full-time (1.0)	02/06/2023 01:08 PM

Building Name		
Seneca HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 20
Age Range Justification		FTE %
Parents are notified that the program is outside of the age range for their child and the IEP team determines if the program is appropriate for each student.		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WASDSLP2	Multiple	Part-time (0.5)	02/06/2023 12:02 PM

Building Name
Wattsburg Area SD

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
Speech and Language is delivered in a small group (age appropriate) or individually to students within the WASD. The SLP sees students is able to see students in all three buildings.		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WASDSLP1	Multiple	Full-time (1.0)	01/20/2023 01:57 PM

Building Name		
Wattsburg Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		58
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
Speech and Language is delivered in a small group or individually to students within the WASD. The SLP sees students is able to see students in all three buildings.		0.89

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WAMSES1	Secondary	Full-time (1.0)	02/06/2023 11:55 AM

Building Name		
Wattsburg Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Wattsburg Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WAMSL3	Secondary	Full-time (1.0)	02/06/2023 11:54 AM

Building Name		
Wattsburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.34

Building Name		
Wattsburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WAMSL2	Secondary	Full-time (1.0)	02/06/2023 11:54 AM

Building Name		
Wattsburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
		0.22

Building Name		
Wattsburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WAMSLS1	Secondary	Full-time (1.0)	02/06/2023 11:53 AM

Building Name		
Wattsburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.36

Building Name		
Wattsburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WAECEs4	Elementary	Full-time (1.0)	01/20/2023 11:14 AM

Building Name		
Wattsburg Area El Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Due to population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart. In addition, students meet with ES teacher in grade level groups.		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WAECLS3	Elementary	Full-time (1.0)	01/20/2023 11:09 AM

Building Name		
Wattsburg Area El Ctr		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %

Due to population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart.	0.17
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Building Name		
Wattsburg Area El Ctr		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
Due to population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart.		0.35

Building Name		
Wattsburg Area El Ctr		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
Due to population of students and the services they require to meet their academic and behavioral needs, students may be in a classroom with students more than 3 years apart.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WAECLS2	Elementary	Full-time (1.0)	02/06/2023 11:51 AM

Building Name		
Wattsburg Area El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WAECLS1	Elementary	Full-time (1.0)	01/20/2023 11:15 AM

Building Name		
Wattsburg Area El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.4

Special Education Facilities

Building Name		Room #
Seneca HS		300
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-01-20		
Uploaded Files		

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	

Building Name		Room #
Seneca HS		307
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-01-20		
Uploaded Files		

2 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	

Building Name		Room #
Seneca HS		314
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-01-20		
Uploaded Files		

3 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	

Building Name		Room #
Seneca HS		315
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-01-20		
Uploaded Files		

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	

Building Name		Room #
Seneca HS		312
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-01-20		
Uploaded Files		

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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	

Building Name		Room #
Wattsburg Area MS		A124
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-01-20		
Uploaded Files		

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	

Building Name		Room #
Wattsburg Area MS		A118
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-01-20		
Uploaded Files		

7Assurance 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	

Building Name		Room #
Wattsburg Area MS		B123
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-01-20		
Uploaded Files		

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8 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	

Building Name		Room #
Wattsburg Area MS		B120
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-01-20		
Uploaded Files		

9 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	

Building Name		Room #
Wattsburg Area MS		B112
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-01-20		
Uploaded Files		

10Assurance 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	

Building Name		Room #
Wattsburg Area El Ctr		B4
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-01-20		
Uploaded Files		

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11 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	

Building Name		Room #
Wattsburg Area El Ctr		B12
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-01-20		
Uploaded Files		

12 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	

Building Name		Room #
Wattsburg Area El Ctr		B8
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-01-20		
Uploaded Files		

13Assurance 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	

Building Name		Room #
Wattsburg Area El Ctr		C8
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-01-20		
Uploaded Files		

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14 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	

Building Name		Room #
Wattsburg Area El Ctr		A11
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-08-01		
Uploaded Files		

15 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

16Special 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
Paraprofessionals	6	Elementary	District
Paraprofessionals	9	Secondary	District
Occupational Therapist	.5	District Wide	Contractor
Behavior Specialist	1	District Wide	Contractor
Physical Therapist	.5	District Wide	Contractor
Occupational Therapist	.5	Secondary	Contractor
Other	.5	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	3	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Special education teachers, paraprofessionals, regular education teachers and school administrators 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.			
Lead Person/Position		Year of Training	
Supervisor of Special Education and the Assistant to the Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
Special Education staff and paraprofessionals will be provided strategies, supports and consultation in order to provide positive behavioral supports for all students in special education in all buildings. These supports will include professional development through in-service day presentations on topics related to positive behavior support. Teachers and paraprofessionals will also receive training on conducting and analyzing Functional Behavior Assessments (FBA), using FBA information to develop Positive Behavior Support Plans (PBSP) and working with students who exhibit challenging behaviors.			
Lead Person/Position		Year of Training	
Supervisor of Special Education, School Psychologist, and Assistant to the Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
1 or more	30	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Paraprofessional

Description of Training			
Paraprofessionals will receive various trainings on topics of least restrictive environment, behavior support, technology, confidentiality, First Aid/CPR, Handle with Care and other topics necessary as related to their location in the district. Paraprofessionals are required to complete up to 20 hours of targeted professional development each year through PATTAN, Master Teacher, and other specified webinars and websites. Once all of their 20 hours are completed, the paraprofessional submits their completed log, along with printed certificates of completion, to the Supervisor of Special Education for approval. The Special Education secretary maintains folders for each paraprofessional that include these professional development logs, student paper logs, and copies of other required certifications (CPR, First Aid, Handle with Care). Paraprofessionals that act as a Personal Care Attendant maintain paper logs in addition to submitting electronic logs to Easy Trac to bill for ACCESS if part of their assigned student's IEP.			
Lead Person/Position		Year of Training	
Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1 or more	50	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
Professional development and training will focus on meeting the needs of our students with disabilities who are 14 years or older. We will focus on IEP requirements, surveys, program planning and development and post-graduation services.			
Lead Person/Position		Year of Training	
Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Intermediate Unit Other	Parents Special Education Teachers

Science of Literacy

Description of Training			
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. WAEC has implemented Foundations which is a structured literacy approach to help students lay a foundation in reading, spelling, and handwriting. Foundations is aligned with the science of reading and guides teachers to provide effective instructional practices. The middle school began implementing Read 180 and System 44 in the 2020-2021 school year. Read 180 and System 44 are researched based reading programs for struggling readers; these programs meet each learner's unique ability level, interests and needs to help reading proficiency.			
Lead Person/Position		Year of Training	
Supervisor of Special Education, Assistant to the Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
1 or more	6	District Other	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Parents will be given opportunities to participate in IEP and transition meetings. Outside and community agencies will be brought in to provide parents with training on agency support and parent advocacy. WASD is going to create and maintain a parent training and resources web page for families to increase their own training and knowledge in regard to special education acronyms, IEPs, and their various sections, placements of students, behavior, assistive technology, social skills, response to intervention and more.			
Lead Person/Position		Year of Training	
Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Other	Parents

IEP Development

Description of Training			
Special Education teachers will have ongoing training and support on the development of IEPs. Focus will be on writing effective goals, appropriate Specifically Designed Instruction (SDIs), and transition services/goals..			
Lead Person/Position		Year of Training	
Supervisor of Special Education and Assistant to the Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

