

Wilson Area SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

2040 Washington Blvd
Easton, PA 18042
(484)373-6000
Superintendent: Douglas Wagner
Director of Special Education: Laura Samson

Planning Committee

Name	Role
Katie Peitrouchie	Administrator : Special Education
David Wright	Administrator : Professional Education Special Education
James Murphy	Ed Specialist - School Psychologist : Special Education
Alexandra Mindler	Elementary School Teacher - Regular Education : Special Education
Neal Schaffer	High School Teacher - Special Education : Special Education
Jennifer Burd	Parent : Special Education
Laura Samson	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 380

Identification Method

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

In the Wilson Area School District, students are identified with Specific Learning Disabilities using a discrepancy model. A measure of intellectual ability is administered to the student and analyzed to determine which score best represents the student's overall ability and potential. A standardized achievement measure is also administered to the student, assessing their skills in basic reading, reading comprehension, reading fluency, math reasoning, math calculation, written expression, listening comprehension, and oral expression as necessary. Using the ability score determined previously, the student's achievement scores are predicted based upon their age and ability. The actual achievement scores are compared with the predicted scores to see if statistically significant differences exist. This information is compared with teacher reports, parent reports, and other classroom based assessments to determine a pattern of academic difficulties. It is determined if the student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving. When a discrepancy between the individual student's ability and achievement is found, the student is identified with a Specific Learning Disability in basic reading, reading comprehension, reading fluency, math reasoning, math calculation, written expression, listening comprehension, and/or oral expression as appropriate.

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>

In reviewing the data, we are over the 10% range of the state average in the following identified disability areas:

Autism, Specific Learning Disability, and Speech and Language Impairment.

Although these discrepancies are not significant, they are higher than the state's average. This is

most likely due to the fact that often these disability areas are used as the primary qualifying disability category, as they impact learning the most. For example we may have a student with Other Health Impairment as well; however, the Specific Learning Disability is what is used as the primary disability category, as this most likely has the greatest impact on the student's learning process. We have seen an increase in our speech and language impairments District wide. Many of our elementary students present with significant speech and language needs. Additionally we have seen an increase in students entering Kindergarten from Early Intervention with speech services. These students are re-evaluated upon entering the District, and still require school age services for Speech. District wide, we are reviewing student progress closely to determine needs for reduction in service. In reviewing the data, we are under the 10% range of the state average in the following identified disability areas:

Intellectual Disability, Other Health Impairment:

Although these discrepancies are not significant, they are lower than the state's average. This is most likely due to the fact that often these disability areas are used as the secondary qualifying disability category. For example we may have a student with Multiple Disabilities and an Intellectual Disability, however the Multiple Disability is what is used as the primary disability category, as this most likely has the greatest impact on the student's learning process.

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?

1.) The Wilson Area School District provides education to students residing at the Children's Home of Easton (CHE). Education is provided through the on-grounds interim instructional program, our neighborhood schools, or classrooms operated through our local Intermediate Unit.

2.) Each student's individual case is reviewed via a child study team meeting, comprised of both CHE staff and WASD staff and administration, process to ensure every student at the Children's Home of Easton is receiving a FAPE in the LRE. The WASD emphasizes team decision making when determining the appropriate educational placements for students with disabilities, while aiming to ensure that students are educated in the least restrictive environment. The team works collaboratively to identify the strengths and needs of the student, to develop appropriate annual goals, and to identify the specially designed instruction and supplementary aids and services that will be provided to the student in order to make meaningful progress toward his/her goals. Taking all of this into consideration, teams then move toward deciding how, when, and where the student will be educated with his/her nondisabled peers. To assist with this decision making, the team considers the following LRE Guiding Questions:

- Is the student eligible for special education services? Eligibility category?
- Can the student's needs be addressed in the general education classroom with supplementary aids and services, such that the student will be able to make progress on the goals and objectives in the IEP?

- Are there potential beneficial effects and/or harmful effects that might be expected on the student with disabilities or the other students in the class, even with the supplementary aids and services?
- Would the student receive greater benefit from education in a specialized setting than in the regular class?
- What are the educational benefits available to the student in the regular classroom versus the benefits provided in the special education class?
- Is the student so disruptive as to significantly impair the education of other students in the class?
- If it is determined that the student needs to be educated in a specialized setting, will there be opportunities to include the student with nondisabled students? When/where?
- Will there be a plan for IEP team to revisit inclusion opportunities?

3.) A major problem that can arise for our child study team process with students from the Children's Home of Easton includes obtaining records from previous placements. Most students come from multiple, highly restrictive placements, and it takes time to receive all necessary documents. We do our best at piecing information together in order to provide appropriate programming for students. Also, we also do our best at involving birth parents in the special education process when necessary, and it takes time to review documents and obtain signatures from parents that may live a distance away from our district.

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).

Incarcerated students are provided an education directly from, or coordinated by, the school district in which the facility is located. The WASD receives a PDE-4605 form from the host district, and acknowledges financial responsibility for the cost to educate the students. The WASD provides copies of educationally relevant documents to the host district to ensure the continued delivery of FAPE. The WASD remains in frequent contact with juvenile probation, and plans for the student's return to the home district upon release from incarceration. WASD teachers and counselors assist returning students with smooth transitions back to the home district.

Least Restrictive Environment

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

(LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

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

1.) The WASD emphasizes IEP team decision making when determining the appropriate educational placements for students with disabilities, while aiming to ensure that students are educated in the least restrictive environment. IEP teams work collaboratively to identify the strengths and needs of the student, to develop appropriate annual goals, and to identify the specially designed instruction and supplementary aids and services that will be provided to the student in order to make meaningful progress toward his/her goals. Taking all of this into consideration, IEP teams then move toward deciding how, when, and where the student will be educated with his/her nondisabled peers. Some examples of supplementary aids and services provided include: Information presentation formats and techniques such as direct, explicit instruction techniques. Changes to the physical environment of the classroom such as seating and grouping. Use of technology such as iPads and Chromebooks. Also, changes to student assessment formats such as oral presentation or using visual prompting. To assist with this decision making, the IEP team considers the following LRE Guiding Questions:

- Can the student's needs be addressed in the general education classroom with supplementary aids and services, such that the student will be able to make progress on the goals and objectives in the IEP?
- Are there potential beneficial effects and/or harmful effects that might be expected on the student with disabilities or the other students in the class, even with the supplementary aids and services?
- Would the student receive greater benefit from education in a specialized setting than in the regular class?
- What are the educational benefits available to the student in the regular classroom versus the benefits provided in the special education class?
- Is the student so disruptive as to significantly impair the education of other students in the class?
- If it is determined that the student needs to be educated in a specialized setting, will there be opportunities to include the student with nondisabled students? When/where?
- Will there be a plan for IEP team to revisit inclusion opportunities?

2.) Our elementary level is actively implementing an RTII model for our reading programs. The district always allows staff to have the opportunity to access professional development opportunities held by PaTTAN upon request or when a need is warranted. As mandatory trainings come to the supervisor of special education's attention, the required staff members are notified to attend.

3.) The district's December 1, 2016 Child Count Data indicates we are higher than the state average at 75.2% or more of our students in special education inside the regular education class 80% or more of the time. We are able to work our schedules in grades K-8, to push in support by Special Education teachers and staff for many our students who need learning and behavioral support services. Also, we strongly encourage, based upon evidenced based research, that students be included during core instructional times. For students placed in other settings, 4.5% of students in

specially education are placed in other settings. This is less than the state average. For these students, interagency teams and IEP team members work collaboratively to determine how to meet individual student's needs in the least restrictive environment. Supplemental Supports and Services in the general curriculum within the neighborhood school are always considered as a first option when recommending educational placement.

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.

The district's policies as they relate to positive behavioral support services are in accordance with Pennsylvania State Regulations and Standards. All eligible students who exhibit behavior challenges, which interfere with the learning process, have positive behavior support plans that are developed from a Functional Behavior Assessment. The behavior supports provided to these students focus on positive measures, encourage collaboration between and among teachers, parents, and service providers and emphasize verbal de-escalation strategies. IEP team consideration is given to the supplemental aids and services that can be provided to support students' behavioral needs in the least restrictive setting. Student behaviors are consistently monitored and modifications are made to behavior support plans as necessary. School wide Positive Behavior Support programs and procedures are in place at each level. In accordance with our compliance monitoring improvement plan, the WASD is planning for the following upcoming professional development opportunities for staff: consultation and program revisions for Emotional Support Programs; Functional Behavior Assessment Training; Parent Training in Behavioral Support. At times, we contract certified Behavior Support Specialists from the Colonial Intermediate Unit to provide individualized behavior supports with FBA's and PBSP's when necessary. In accordance with our district policies, physical interventions may be used in the interest of care and safety, and are never used as punitive measures. Staff members who provide physical interventions are trained in Therapeutic Aggression Control Techniques (TACT2). In the cases where physical intervention is included in a student's behavior support plan, parents are aware of, and in agreement with plans. All District teachers are trained in verbal de-escalation techniques following TACT2 guidelines.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

- 1.) The WASD has been successful at ensuring FAPE for all students. A continued increase in populations of students on the Autistic Spectrum and also with Mental Health needs, at times, has presented program challenges. The WASD provides services to such students within the least restrictive environment, and moves towards more restrictive placements only when meaningful progress cannot be achieved in the least restrictive environment with supplemental supports and services. In some instances, providing the supplemental supports and services in the general education setting has been challenging. As a result, the district has consulted the Colonial Intermediate Unit 20 Training Consultants to assist with staff trainings to help build a greater capacity to meet these challenges in the least restrictive environment.
- 2.) The WASD has been successful when considering the full continuum of special education supports and educational placement options. We work collaboratively with the Colonial Intermediate Unit 20, as well as the Office of Developmental Disabilities, to identify local placement options. The WASD participates in local CASSP meetings for students when county placement decisions are determined. When appropriate placements cannot be provided locally, the WASD considers programs/ placements located outside of the CIU20 area in order to meet the hard to place student's needs and provide FAPE.
- 3.) While no gaps have been identified in the continuum of services offered, the district will continue to monitor this area at the local level. The district is currently providing and/or is planning for professional development activities in the area of Inclusion, Positive Behavioral Supports, Transition services, Direct Instruction techniques, Progress Monitoring techniques, as well as TACT2 De-escalation techniques. The WASD works collaboratively with the Colonial Intermediate Unit 20, the Office of Developmental Disabilities, and the Office of Vocational Rehabilitation in an effort to meet student's needs and broaden the scope of supplemental supports and services available to students. Additionally, the district actively participates with the Career Institute of Technology, Northampton Community College, Juvenile Probation, Northampton County Children and Youth, and Valley Youth House services. A district representative also attends local CASSP advisory board meetings, Transition Council meetings, and District Contact meetings. If a student is at substantial risk of not having an appropriate educational placement, the district contacts the Regional Interagency Coordinator through PATTAN.

Strengths and Highlights

- Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.
- The Wilson Area School District (WASD) offers a broad spectrum of services for students with disabilities in district schools.
- As determined by IEP teams, students' needs are met in the Least Restrictive Environment with supplementary aids and services provided in both regular education and special education settings.
- The WASD strongly encourages and provides professional development on the use of research based instructional techniques such as Direct Instruction.
- The WASD works cooperatively with Colonial Intermediate Unit # 20 (CIU # 20) and the Career Institute of Technology to provide all students with a Free and Appropriate Public School Education (FAPE).

- WASD has a full complement of Highly Qualified professionals (1 Supervisor of Special Education, 24 Special Education Teachers, 24 Instructional Aides, 2 School Psychologists, and 8 Guidance Counselors) on staff at all levels to help determine students' needs and ensure delivery of services along with access to the general curriculum and Pennsylvania State Standards.
- The WASD contracts with CIU # 20 to provide psychiatric, speech & language, occupational therapy, physical therapy, hearing, vision, and other evaluations and related services for students.
- The WASD is diligent in meeting its child find responsibilities under Individuals with Disabilities Education Act 2004.
- The WASD demonstrates a commitment to utilizing Child Study Team and RTII team meeting processes. Through these team approaches, academic and/or behavioral interventions and strategies are often identified and implemented to assist struggling students.
- The WASD is actively following the Response to Intervention and Instruction (RTII) model. This early-intervening, multi-tiered approach to providing research-based interventions to students presenting academic and/or behavioral risk is being implemented at all buildings for students in grades K-5.
- The WASD emphasizes the importance of equity and positive recognition for all students who demonstrate the characteristics of a W.A.R.R.I.O.R.
- The WASD recognizes the importance of Positive Behavioral Support and provides training in TACT2 de-escalation techniques.
- The Special Education staff, both professional and support, demonstrate flexibility as they readily respond to the changing needs of the students. Though the student population has become more transient and the district has experienced an increase in the number of identified students transferring into the district, the teachers have been quick to ensure the appropriate delivery of services for each student.
- Contract services for interpreters of parents that do not speak English so that meetings and discussions can be presented in their first language.
- The frequent collaboration that occurs between special education and regular education teachers maximizes the opportunities for students to access the general curriculum.
- The WASD provides specialized transportation to meet individualized student needs.
- The WASD ensures students have the opportunity to make meaningful progress by offering individualized Extended School Year programming opportunities for the students who qualify under Chapter 14 requirements.
- The WASD works cooperatively with applicable agencies to provide transition programming for appropriate secondary level students. This includes the Office of Vocational Rehabilitation services in the Lehigh Valley career workshops, job training skill programs, and job coaching services.
- WASD offers coursework at the secondary level to assist with meeting postsecondary and independent living goals such as career and business money management, functional skills, child care development, personal finance, home repair, traffic safety, and consumer math.
- The WASD works collaboratively with area agencies to help provide mental health and drug and alcohol counseling via our Student Assistance Programs.
- The WASD works cooperatively with CIU #20 Early Intervention Coordinators and other agencies to transition eligible students into school-aged programming.

- The WASD pursues professional development opportunities offered through Pennsylvania Training and Technical Assistance Network and CIU #20, as well as regional and national conferences, in order to stay current with best practices.
- The WASD strives to ensure schools are safe for all children and free of drugs, alcohol and weapons. Students receiving special education services, who violate controlled substances and weapons policies, receive a change in placement to an appropriate alternative educational setting. Subsequently, IEP teams address transitioning back to an appropriate home-school placement through the IEP process.
- The WASD provides access for all students the opportunity to participate in extracurricular activities and special school assemblies and events.
- The WASD updates parents on special education procedures/ programs and community programs through a quarterly student services newsletter. Parents are also encouraged and invited to attend student conferences and team meetings, and are updated quarterly on individual student progress.
- The WASD partners with our community LINC center to help provide programs for community families in need.

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
Colonial Academy	Other	Emotional Support	5
Colonial Academy	Other	Life Skills Support	1
Saucon Valley Elementary School	Neighboring School Districts	Physical Support	1
Freedom High School	Neighboring School Districts	Partial Hospitalization-Emotional Support	1
Easton Middle School	Neighboring School Districts	Emotional Support	1
Palmer Elementary	Neighboring School Districts	Autistic Support	1
Northeast Middle School	Neighboring School Districts	Multiple Disabilities Support	1
Nazareth Intermediate School	Neighboring School Districts	Autistic Support	4
Nazareth Middle School	Neighboring School Districts	Partial Hospitalization-Emotional Support	2
Nitchmann Middle School	Neighboring School Districts	Emotional Support- Partial Hospitalization Program	1
Nazareth Middle School	Neighboring School Districts	Life Skills Support	1
Freemansburg Elementary	Neighboring School Districts	Autistic Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	11	1
Locations:				
Williams Township Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	5	1
Locations:				
Williams Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	9	1
Locations:				
Wilson Borough Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	7	1
Locations:				
Wilson Borough Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	13	1
Locations:				
Wilson Borough Elementary	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:* March 1, 2017*Reason for the proposed change:* Student has aged out of elementary school and is transitioning to the middle school setting.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Deaf and Hearing Impaired Support	11 to 11	1	1
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 9	5	1
Locations:				
Wilson Borough Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	12	1
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	2	0.25
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	6	0.75
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	10	1
Locations:				
Wilson Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	12	1
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	13	1
Locations:				
Wilson Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	12	1
Locations:				
Wilson Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	6	0.5
Locations:				
Wilson Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	6	0.5
Locations:				
Wilson Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator: School District***PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	19	1
Locations:				
Wilson Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator: School District***PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	18	0.9
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.1
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #17*Operator: School District***PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	1
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	0.6
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	7	0.4
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	1
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	0.5
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	8	0.5
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Teacher was not replaced, able to meet needs with current staff**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	7	0.48
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.27
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 17	4	0.25
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 15	9	0.8
Justification: Students whose ages place the caseload beyond the age range limits are seen on an itinerant basis and are not grouped with students outside the age range limits at any time.				
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 12	2	0.2
Locations:				
Wilson Area Intermediate School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 21, 2017**Reason for the proposed change: District hired full time SLP and will no longer be contracting these services.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	15	0.22
Justification: Students whose ages place the caseload beyond the age range limits are seen on an itinerant basis and are not grouped with students outside the age range limits at any time.				
Locations:				
Avona Elementary School, Williams Township Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 14	50	0.78
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #26*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 28, 2017**Reason for the proposed change: Full time SLP was hired.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	51	0.78
Justification: Students whose ages place the caseload beyond the age range limits are seen on an itinerant basis and are not grouped with students outside the age range limits at any time.				
Locations:				
Wilson Borough Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16 to 17	14	0.22
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 21, 2017*Reason for the proposed change:* District hired full time SLP and will no longer be contracting these services.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	12	0.37
Justification: Students whose ages place the caseload beyond the age range limits are seen on an itinerant basis and are not grouped with students outside the age range at any time.				
Locations:				
Wilson Borough Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	19	0.6
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 15	1	0.03
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	5	0.6
Locations:				
Williams Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	3	0.4
Locations:				
Williams Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	7	1
Locations:				
Williams Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	12	1
Locations:				
Avona Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	13 to 14	12	1
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	10	1
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 14	8	1
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	District	1
School Psychologist	District	1
School Psychologist	District	1
Paraprofessional	Wilson Borough Elementary	0.6
Paraprofessional	Wilson Borough Elementary	0.6
Paraprofessional	Wilson Borough Elementary	0.6
Paraprofessional	Wilson Borough Elementary	1
Paraprofessional	Avona Elementary	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	1
Paraprofessional	Wilson Area High School	0.6
Paraprofessional	Wilson Area High School	0.6
Paraprofessional	Wilson Area High School	0.6
Paraprofessional	Wilson Area High School	0.6
Paraprofessional	Wilson Area High School	1
Paraprofessional	Wilson Area High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Adaptive Physical Education	Intermediate Unit	6.75 Hours
Hearing Support	Intermediate Unit	17 Minutes
Vision Support	Intermediate Unit	6.5 Hours
Orientation & Mobility Support	Intermediate Unit	1 Hours
Occupational Therapy	Intermediate Unit	16.5 Hours
Physical Therapy	Intermediate Unit	42 Minutes

District Level Plan

Special Education Personnel Development

Autism

Description

18-19: Developing Social Skills for Students with ASD: Social Skill Assessment and Intervention. This training will provide school staff working with students with ASD methods for social skill assessment and the concepts of skill versus performance deficits, and accommodation versus assimilation will be presented. Discussion and practice with social skill intervention for such topics as thoughts/feelings, reciprocal interactions, role laying/behavioral rehearsal, cognitive flexibility, and emotional regulation will be included.

19-20: Developing Effective Academic Teaching Strategies for Students with ASD. This training is geared toward school staff working with students with ASD. This training will provide participants with an overview of the academic needs and characteristics of students with ASD. Specific instructional strategies for reading comprehension and writing will be presented with practice opportunities. Key academic behaviors necessary for school success will also be discussed and instructional strategies provided.

20-21: Assessing and Teaching Executive Functioning Skills for Students with ASD. This training will provide school staff working with students with ASD methods for assessing their students' strengths and needs in the area of Executive Functioning. Specific instructional strategies to teach and provide practice for students with ASD will be provided.

20-21: Parent Training: Executive Functioning Skills for Students with ASD. Our quarterly parent newsletter will provide articles around the topic of strategies at home for students with ASD to practice the executive functioning skills that our staff will be reinforcing in the school setting as outlined in the staff training listed above.

Person Responsible Laura Samson, David Wright
Start Date 8/23/2018
End Date 6/30/2021
Program Area(s) Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	40
Provider	District/ IU 20 TAC Team
Provider Type	IU
PDE Approved	Yes
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. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	School Whole Group Presentation
Participant Roles	Classroom teachers Paraprofessional Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Behavior Support

Description	<p>18-19: Consultation/Program Development for Emotional Support Programs: Training staff from CIU20 will provide consultation activities to assist District staff in providing effective educational programming for students with behavior disorders, including, but not limited to, classroom organization, effective instruction, and classroom based behavioral interventions.</p> <p>19-20: Functional Behavioral Assessment (FBA) Training: This training will be provided to school-based teams conducting FBA's and developing Positive Behavior Support Plans based in the assessment data. The training will emphasize developing data-based, positive behavior support plans for not only students in our emotional support programs, but also those in our learning support programs.</p> <p>20-21: Follow up FBA Training: We will review our behavior data over the last school year with our staff working with students with behavior plans. Observation of teachers developing and implementing Positive Behavioral Support plans will occur and training on implementation fidelity will be provided.</p> <p>20-21: Parent Training in Behavior Supports: In connection with our teacher consultation, parents will be provided consultation activities tied to the above training in creating alliances with families and collaborative strategies with school staff to improve student behavior.</p>
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Person Responsible	Laura Samson, David Wright
Start Date	7/23/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	4
# of Participants Per Session	15
Provider	Wilson Area School District
Provider Type	IU
PDE Approved	Yes
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	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops School Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with 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. Participant survey

Paraprofessional

Description

18-19, 19-20, 20-21: Ongoing ParaEducator Professional Development Sessions. We will continue to have our paraprofessionals participate in the paraeducator.net programs. This program offers over 135 online courses (about 40 to 60 minutes long) will give paraeducators:

- An understanding of the importance of communication with teachers and students.
- New strategies for supporting classroom instruction and making accommodations.
- Guidelines and ideas on how to manage specific student behaviors.
- Increased confidence in supporting students with disabilities in all areas.

Participating in the program is a comprehensive way to help meet the highly qualified paraeducator requirements established by the No Child Left Behind Act.

Person Responsible David Wright
Start Date 8/23/2018
End Date 6/30/2021
Program Area(s) Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	250
# of Participants Per Session	24
Provider	Master Teacher
Provider Type	For Profit Company
PDE Approved	Yes
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	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Online-Asynchronous
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	Journaling and reflecting
Evaluation Methods	Participant survey

Reading NCLB #1

Description

18-19: Direct Instruction Strategies using research based reading programs. School staff utilizing research based reading intervention programs will be observed. Follow up training will focus on areas of displayed need to ensure programs are being implemented with fidelity and that data being collected is being utilized to drive instruction techniques.

19-20: Assistive technology to Support Reading needs: School staff working with students with reading disabilities will be provided update training on the SETT process as well as assistive technology tools to help students be able to access print both within the classroom and home settings.

20-21: Reading Comprehension Strategies: We will review data of students utilizing the Achieve 3000 program for intervention over the last few years. We will provide reflective feedback to teachers to ensure program is being implemented with fidelity and that data being collected is being utilized to drive instructional techniques. We will determine further needs with reading comprehension strategies District wide.

Person Responsible David Wright, Laura Samson
Start Date 8/23/2018
End Date 6/30/2021
Program Area(s) Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	40
Provider	Wilson Area School District
Provider Type	For Profit Company
PDE Approved	Yes
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	<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	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	School Whole Group Presentation
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	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Transition

Description

18-19: RENEW for at risk students. We will participate with CIU20 training staff on the Rehabilitation for Empowerment, Natural Supports, Education and Work initiative. RENEW is a dropout prevention program with a focus on person centered planning strategies to help students with disabilities who are at risk of dropping out of school. Each individual participating in the training will focus on at least one student and implement the strategies as a part of a Tier 3 intervention.

19-20: Data analysis of progress monitoring in transition areas. Staff working with students with disabilities at the secondary level will review student progress data in transition areas. Intervention strategies and plans for implementation will be developed to help improve where areas of need are identified.

20-21: Updates in Transition Planning and Office of Vocational Rehabilitation.

We will provide ongoing and updated training for our special education staff in the area of transition planning through our local Intermediate Unit 20. Teachers will use the knowledge and skills gained when developing transition plans for students ages 14 years and older in special education. We will incorporate the services offered to our students from the Office of Vocational Rehabilitation (OVR)

20-21: Parent Training in Transition Planning: Our district will continue to send our student services newsletter out to parents quarterly. Specifically, one section of every newsletter is dedicated towards transition planning resources for parents. We will also provide updates in transition services and OVR services to coincide with the teacher training listed above to parents via the newsletter

Person Responsible Laura Samson
Start Date 8/23/2018
End Date 6/30/2021
Program Area(s) Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	11
Provider	Wilson Area School District/ Colonial IU 20
Provider Type	IU
PDE Approved	Yes
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. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers School counselors Paraprofessional Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	IEP compliance checks, graduation rate/ survey results
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. 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

