

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>	
Williamsburg Community SD		108079004	
<b>Address 1</b>			
515 W 3rd St			
<b>Address 2</b>			
<b>City</b>	<b>State</b>	<b>Zip</b>	
Williamsburg	PA	16693	
<b>Director of Special Education Name</b>			
Lisa Murgas			
<b>Director of Special Education Email</b>			
lmurgas@williamsburg.k12.pa.us			
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>	
814-832-2125			
<b>Chief Administrator Name</b>			
Mrs Lisa Murgas			
<b>Chief Administrator Email</b>			
lmurgas@williamsburg.k12.pa.us			

## Special Education Students

### Total Number of Students Receiving Special Education

83

### School District Total Student Enrollment

471

### Percent of Students Receiving Special Education

17.6

## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Lisa Murgas	Superintendent	Williamsburg Community SD	lmurgas@williamsburg.k12.pa.us
Lisa Murgas	Director of Special Education	Williamsburg Community SD	lmurgas@williamsburg.k12.pa.us
Jennifer Frederick	Building Principal	Williamsburg Community JSHS	jfrederick@williamsburg.k12.pa.us
Jennifer Metzler	Building Principal	Williamsburg Community El Sch	jmetzler@williamsburg.k12.pa.us
Christina Snyder	Parent	Williamsburg Community SD	mommaof4cn@gmail.com
Cathy Mock	Special Education Teacher	Williamsburg Community JSHS	cmock@williamsburg.k12.pa.us
Tanya Horton	General Education Teacher	Williamsburg Community JSHS	thorton@williamsburg.k12.pa.us
Austin McMonagle	Board Member	Williamsburg Community SD	amcmonagle28@gmail.com

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

<b>Improvement and Planning Activity</b>
Increase student proficiency on state assessments in ELA
Increase student proficiency on state assessments in Mathematics
Increase student growth in ELA and Mathematics

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

<b>Improvement and Planning Activity</b>
Increase parent involvement by offering activities throughout the school year centered around special education topics.
Provide parents with resources and outreach opportunities.

### 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 School 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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## Non-Resident Students Oversight

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

Yes

I.1. P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Cove Forge Behavioral Health	Resident Treatment Facility		District	0

### 2. 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.)

If a student becomes a resident of a 1306 facility, the district will fulfill its responsibilities as the host district under Section 1306 at that location. The Williamsburg Community School District will collaborate with the student’s resident school district to obtain all necessary educational records, including special education documentation, to ensure the student’s educational needs are met. All nonresident students living within the district’s boundaries who may be eligible for special education services will be identified, located, and evaluated. If found eligible, they will be provided with a free and appropriate public education (FAPE). Nonresident students residing within the district are afforded the same rights and services as resident students.

### 3. Describe the School District’s procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.

As a component of the IEP team, Williamsburg Community School District or Appalachia Intermediate Unit 8 on the district's behalf, would attend all scheduled meetings for 1306 nonresident students and work to consider the specific educational needs of the student in order to ensure continuity of FAPE and meet those needs in the least restrictive environment. WCSD will ensure that a certified special education teacher is providing appropriate services to students with special education needs. WCSD would also communicate with the facility and home school district on a transition plan to ensure a successful transition.

## Incarcerated Students Oversight

4. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**

Yes

<b>§1306.2 Facilities</b>			
<b>Facility Name</b>	<b>Facility Type</b>	<b>Services Provided By</b>	<b>Student Count</b>
Cove Forge	Residential	Licensed Private Academic	0

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

The district currently has no students who are incarcerated. In the event a student becomes incarcerated, the district will follow the established Evaluation, IEP, and NOREP procedures to ensure the provision of a Free Appropriate Public Education (FAPE). For students under the age of 21 entering the prison system for the first time, the prison administration is responsible for locating and identifying eligible individuals. Upon identification, prison staff refer the student to the prison counseling department, where an educational review is conducted. The completed educational review information and any relevant records are forwarded to the prison's special education staff. An educational interview is scheduled, and additional records are requested as needed. Once all documentation is obtained, a determination is made regarding the student's eligibility for regular or special education services. If special education services are required, an IEP is developed to ensure FAPE. Attendance, progress monitoring data, grades, and educational achievements are maintained in the student's file. Students who fulfill all course and credit requirements for the General Equivalency Diploma (GED) are awarded their diploma accordingly.

## Least Restrictive Environment

- 3. Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**

The 2023-24 Penn Data report indicates that Williamsburg Community School District has 70.8% of their special education population inside the regular education classroom for at least 80% of the day or higher. This is in comparison to 61.7% of the state average. Williamsburg Community School District continually strives to educate all special education students in the least restrictive environment. One area of improvement would be to increase our special education student participation in the regular education classroom utilizing supplementary aids and services.

- 4. What universal practices does the School District utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

Placement decisions are always first considered within the student's home school of attendance. Students are only removed from the general education classroom when they are not making adequate progress despite the implementation of Supplementary Aids and Services. The District ensures that all possible supports are utilized within the Least Restrictive Environment before considering a more restrictive placement. The Williamsburg Community School District partners with Intermediate Unit 8 to provide specialized academic services, including Deaf and Hard of Hearing Support, Vision Support, Assistive Technology Consultation, School Psychological Services, and Transition Services. The District also contracts with CAMCO to provide Occupational Therapy and Physical Therapy services. Additionally, the District employs an Emotional Support and Autistic Support teacher who delivers individualized services to students based on their needs, offering either itinerant, supplemental, or full time support as appropriate. The Williamsburg Community School District collaborates with the Spring Cove School District to provide Life Skills support for students in grades K-12 who require these services. In addition, WCSD partners with the Hollidaysburg Area School District and Soaring Heights to offer Multiple Disabilities Support (MDS) and/or Autistic services for K-12 students in need of these programs.

- 5. Describe the academic programming and training efforts the School District utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

All students in grades K-12 have access to Chromebooks which provide them with access to the general education curriculum. The Williamsburg Community School District purchased curriculum licenses for all K-12 students to be able to access on their Chromebook. In addition, assistive technology software is utilized for students to successfully access the general education curriculum. This software, such as Speech to Text, and training can be used with collaboration between the IU08 and District staff. WCSD utilizes a variety of supplemental resources to provide

direct instruction to students with disabilities to include: Foundations, SRA Reading, Corrective Reading, Learning A-Z, and Number Worlds. The District also uses DIBELS as a benchmark assessment and progress monitoring tool to monitor students’s progress toward their IEP goals.

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

All students with disabilities have access to all district extra curricular activities. Students with special needs are encouraged to participate in all clubs, sports and extra curricular activities to which they express interest. WCSD will utilize any supplementary aids and services for students for fully participate including but not limited to: furniture arrangement, adaptive equipment, wheelchairs, sensory items, safety equipment, etc.

**7. Describe the School District procedures that ensure, 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-led extracurricular activities.**

Students in the Williamsburg Community School District who are placed in private institutions are educated, to the maximum extent possible, with non disabled peers. The IEP looks at every possible time this can occur such as homeroom, gym, art, music, etc. In addition, students with disabilities are encouraged to participate in extra curricular activities such as sports and clubs within the school of placement or within their resident school.

**8. Discuss the School District’s need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out-of-district placement chart).**

The Williamsburg Community School District continually monitors it’s continuum of Special Education Supports and Services to determine if additional program options need to be considered in order for FAPE to be provided to every student in the Least Restrictive Environment.

**Out of District Placements**

<b>Facility Name</b>	<b>Facility Type</b>	<b>Other</b>	<b>Operated By</b>	<b>Service Type</b>	<b>Number of Students Placed</b>
Spring Cove School District	Other	Public School	Spring Cove School District	Life Skills Support	3
Hollidaysburg Area School District	Other	Public School	Hollidaysburg Area School District	Autistic Support	1
Hollidaysburg Area School District	Other	Public School	Intermediate IU08	Multiple Disabilities Support	1

## Positive Behavior Support

### Date of Approval

2022-02-15

### Uploaded Files

113.2\_-\_BEHAVIORAL\_SUPPORT.pdf

**9. How does the School District support the emotional, social needs of students with disabilities?**

The Williamsburg Community School District supports the emotional and social needs of students with disabilities through a comprehensive system of supports and services. This includes access to school counselors, psychologists, and social workers who provide direct counseling, social skills instruction, and crisis intervention as needed. Individualized Education Programs (IEPs) identify each student's unique social and emotional goals, and appropriate supports—such as behavior intervention plans, social-emotional learning (SEL) instruction, and small group counseling—are implemented to help them succeed. Additionally, teachers and staff receive professional development in trauma-informed practices, positive behavior supports, and inclusive strategies to create safe, nurturing environments. The District also fosters collaboration with families and community mental health agencies to ensure continuity of care and to meet students' emotional and social needs beyond the classroom.

**10. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention.**

The District utilizes the Nonviolent Crisis Intervention de-escalation training to all staff on annual basis. This training focuses on a continuum of verbal de-escalation techniques. The District believes that teachers and staff must be trained in de-escalation techniques and/or be certified in crisis prevention intervention. WCSD's Emotional Support teacher teaches coping skills to students identified as requiring these skills. In addition, an SEL curriculum is utilized with all K-12 students to help students develop essential skills for navigating life successfully, such as managing emotions, setting goals, showing empathy, and building positive relationships.

**11. Describe the School District's positive school wide support programs.**

The Williamsburg Elementary School implements a School-Wide Positive Behavior Support program in grades K-6. This is a research-based, highly effective, approach to teaching and reinforcing students' social, emotional, and academic learning skills. The students are recognized and earn tickets for positive behaviors. These tickets can then be used to purchase special awards such as extra recess or tangible rewards.

**12. Describe the School District's school-based behavior health services.**

The Williamsburg School District supports students' behavioral health needs through a coordinated system of school-based and community partnerships. The District utilizes its Student Assistance Program (SAP) to identify, refer, and provide behavioral health services for students in grades K–12. In addition, the District contracts with Impact Counseling and UPMC to deliver on-site behavioral health services across all grade levels. Behavioral Specialist Consultants (BSCs) from both agencies serve as active members of the SAP teams at Williamsburg High School and Williamsburg Elementary School. The District also collaborates with other Behavioral Health Rehabilitation Service (BHRS) agencies throughout Blair County to meet the needs of students requiring additional supports. These providers deliver BSC services within the school setting. District staff regularly review agency treatment plans and collaborate with providers to align services with each student's Positive Behavioral Support Plan (PBSP).

### **13. Describe the School District's restraint procedure.**

The District recognizes that Physical Restraints should only be utilized as a last resort when the student is acting in a manner in which he or she begins to harm one's self or others. Restraints may be used in an IEP only if (1) the restraint is used with specific component elements or a Positive Behavior Support Plan; (2) the restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors; (3) staff are authorized to use the restraint and have received appropriate training; (4) Behavior Support Plan includes efforts to eliminate use of restraints. In the event that a child is restrained, the District will complete the required documentation, notify the parent and hold an IEP meeting within ten school days unless the parent agrees in writing to waive the IEP meeting. All restraint information is reported to the Pennsylvania Department of Special Education in accordance with Chapter 14 Regulations. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning. The District recognizes the following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs: 1. Corporal Punishment 2. Punishment for a manifestation of a student's disability 3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit 4. Noxious substances 5. Deprivation of basic human rights such as withholding meals, water, or fresh air 6. Suspensions constituting a pattern as defined in state regulations 7. Treatment of a demeaning nature 8. Electric shock 9. Methods implemented by untrained personnel 10. Prone restraints which are restraints by which a student is held face down on the floor

## **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.**

The school district prioritizes providing every student with an appropriate educational program and placement. There have been no instances in which a specific disability category prevented the district from offering FAPE or resulted in barriers to appropriate placement. To address any challenges related to FAPE or placement, the district employs an interagency approach and actively collaborates with local agencies such as CAASP, MHMR, Extended Family Academy, and Partial Hospitalization programs. District representatives participate in the Interagency Approach Process and maintain regular contact with agency personnel through student placements, advisory committees, and individual staffings. This ongoing collaboration enhances decision-making and supports successful outcomes for students with complex placement needs. The district also partners with Appalachia Intermediate Unit 08 to maintain a local continuum of services that meet the diverse needs of students. This network of external agencies and service providers allows for timely and efficient placement solutions when more intensive supports are necessary. Established procedures guide the district's process for addressing and resolving barriers to educational placements. In the event that a Hard-to-Place student enrolls, the IEP process ensures FAPE is provided. The IEP team convenes to review the student's current IEP, assess strengths and needs, and consider prior placement success. The team then examines available district programs that enable access to the general education curriculum. If data indicate that an out-of-district placement is required, the team reviews options that offer the least restrictive environment while ensuring FAPE. Referrals are made to appropriate agencies as needed. When homebound instruction or instruction conducted in the home is required, WCSD immediately reports the placement to the SES reporting system and submits a follow-up report upon the student's return to school. The district also maintains documentation of the physician's recommendation supporting the need for homebound instruction.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Secondary	Full-time (1.0)	03/06/2026 10:13 AM

<b>Building Name</b>		
Williamsburg Community JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		35
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.7

<b>Building Name</b>		
Williamsburg Community JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Secondary	Full-time (1.0)	03/06/2026 10:13 AM

<b>Building Name</b>		
Williamsburg Community JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Multiple	Full-time (1.0)	03/06/2026 10:13 AM

<b>Building Name</b>		
Williamsburg Community El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are serviced in individual settings or a small group setting within the appropriate age range.		0.77

<b>Building Name</b>		
Williamsburg Community JSHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Multiple	Full-time (1.0)	03/06/2026 10:13 AM

<b>Building Name</b>		
Williamsburg Community El Sch		
<b>Support Type</b>		

Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Williamsburg Community El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.33

<b>Building Name</b>		
Williamsburg Community JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Williamsburg Community El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>

Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
2	Elementary	Full-time (1.0)	03/06/2026 10:13 AM

<b>Building Name</b>		
Williamsburg Community El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Williamsburg Community El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Williamsburg Community El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
1	Multiple	Full-time (1.0)	03/06/2026 10:13 AM

<b>Building Name</b>		
Williamsburg Community El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
One student is 14 years old and requires Reading instruction at the 2nd grade level		0.14

<b>Building Name</b>		
Williamsburg Community El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Williamsburg Community El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Williamsburg Community El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 5
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Williamsburg Community JSHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Williamsburg Community El Sch		128
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 25 feet, 0 inches	625sqft	22
<b>Implementation Date</b>		
2026-07-01		
<b>Uploaded Files</b>		
Williamsburg Elem Map.pdf		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

### 1 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Williamsburg Community El Sch		127
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 25 feet, 0 inches	625sqft	22
<b>Implementation Date</b>		
2026-07-01		
<b>Uploaded Files</b>		
Williamsburg Elem Map.pdf		

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	

The location of the class has been maintained for at least 3 school years.	Yes	
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2 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Williamsburg Community El Sch		207
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
8 feet, 0 inches x 12 feet, 0 inches	96sqft	3
<b>Implementation Date</b>		
2026-07-01		
<b>Uploaded Files</b>		
Williamsburg Elem Map.pdf		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

3 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Williamsburg Community JSHS		139
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 25 feet, 0 inches	575sqft	20
<b>Implementation Date</b>		
2026-07-01		
<b>Uploaded Files</b>		
Williamsburg JRSR HS Map.pdf		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

4 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Williamsburg Community JSHS		234
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 25 feet, 0 inches	575sqft	20
<b>Implementation Date</b>		
2026-07-01		
<b>Uploaded Files</b>		
Williamsburg JRSR HS Map.pdf		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

5 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Williamsburg Community El Sch		5138
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 25 feet, 0 inches	625sqft	22
<b>Implementation Date</b>		
2026-07-01		
<b>Uploaded Files</b>		

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	
The location of the class has been maintained for at least 3 school years.		No

**6 Assurance Check**

## Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	Contractor
Paraprofessionals	1	District Wide	District
Paraprofessionals	3	Elementary	District
School Psychologist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Guidance Counselor	1	Secondary	District

### 7 Special Education Support Services

## Special Education Personnel Development

### Autism

Description of Training			
The Williamsburg Community School District will collaborate with Intermediate Unit 8 to provide professional development opportunities to special education teachers and general education teachers focusing on how to make accommodations and modifications to support students with Autism in the Least Restrictive Environment.			
Lead Person/Position		Year of Training	
Lisa Murgas/Superintendent/Special Education Director		2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Positive Behavior Support

Description of Training			
The Williamsburg Community School District will collaborate with Intermediate Unit 8 to provide General Education Teachers, Special Education Teachers, Administration, and Paraprofessionals with Non-Violent Crisis Prevention Intervention training on an annual basis.			
Lead Person/Position		Year of Training	
Jennifer Metzler/Elementary Principal		2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 per year	District Intermediate Unit	Building Administrators Parents Paraprofessionals Special Education Teachers

### Paraprofessional

Description of Training			
The District will provide a series of workshops to Paraprofessionals regarding disability categories and techniques and strategies that will enable them to help provide quality support to our students.			
Lead Person/Position		Year of Training	
Lisa Murgas/Special Education Director		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	3 per year	District	Paraprofessionals

<b>Description of Training</b>			
Paraprofessionals will utilize professional development trainings from the PDE website aligned to their job descriptions. Trainings include Instructional Support Training, Autistic Support Training, Behavior Support Training, Classroom and Inclusion Training, and Confidentiality Training.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Lisa Murgas		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
20	Multiple	Other	Paraprofessionals

### Transition

<b>Description of Training</b>			
The District will provide professional development to all special education teachers regarding the Transition portion of the IEP. The District will ensure a representative from the Office of Vocational Rehabilitation or other relative agency personnel is invited to all transition-age students' IEP meeting. The District will collaborate with OVR to provide Community Based Vocational Training (CBVT) opportunities are provided to students.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Lisa Murgas/Special Education Director		2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents Special Education Teachers

### Science of Literacy

<b>Description of Training</b>			
The District will utilize SAS resources for providing Structured Literacy training to regular education teachers and special education teachers.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Lisa Murgas/Special Education Director		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
5	2	District Other	Building Administrators General Education Teachers Special Education Teachers

### Parent Training

<b>Description of Training</b>	
The District will utilize opportunities such as iep meetings and parent teacher conferences to provide parents with training about specific disabilities pertaining to their child.	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Lisa Murgas/Special Education Director	2026 2027

		2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	ongoing	District	Parents

<b>Description of Training</b>			
The District will provide opportunities for parents to learn about special education topics and laws.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Lisa Murgas/Special Education Supervisor		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	ongoing	District Intermediate Unit Other	Parents

### IEP Development

<b>Description of Training</b>			
The District will provide training on how to appropriately develop an iep specific to the student's needs to all special education teachers, administrators and related service providers			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Lisa Murgas/Special education Director		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1 per year	District	Building Administrators General Education Teachers Parents 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**