

# District Profile

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## Demographics

227 Nichols Street  
 Wellsboro, PA 16901  
 (570)724-4424  
 Superintendent: Brenda Freeman  
 Director of Special Education: Amy L. Repard

## Planning Committee

Name	Role
Frank Button	Business Representative : Special Education
Kathleen Largey	Community Representative : Special Education
Ben Largey	Ed Specialist - School Psychologist : Professional Education Special Education
Jacob Rogers	Ed Specialist - School Psychologist : Professional Education Special Education
Rhoda Mann	Elementary School Teacher - Special Education : Special Education
Jessica Witmer	Elementary School Teacher - Special Education : Special Education
Daren Getty	High School Teacher - Special Education : Special Education
Candy Lewis	Middle School Teacher - Special Education : Special Education
Tina Colton	Parent : Professional Education Special Education
Amy Repard	Special Education Director/Specialist : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 296

### *Identification Method*

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

Wellsboro Area School District is committed to delivering a full continuum of special education services. The district currently employs 13 certified special education teachers and 35 Highly Qualified Para Professional, 11 full-time and 24 part-time.

### **Child Find Process**

The Wellsboro Area School District currently uses a discrepancy model when identifying students with specific learning disabilities. The Student Support team, comprised of the two school psychologists and the Supervisor of Special Education, meet weekly to staff the referrals that are funneled to the Special Education office. The team discusses the referral and what steps should be taken next - screening, counseling or issuing a Permission to Evaluate. Information on the referral form can include attempted classroom interventions, classroom diagnostic tools, Study Island benchmarks scores, behavioral data, standardized scores – PSSAs/Keystones, course grades, AR Reading Quiz scores, STAR benchmark scores (reading levels) and AIMSWeb benchmark scores. After review of the information collected, a plan is developed for intervention and then monitored for progress. If the intervention(s) are not successful, the student will be assigned to a school psychologist to complete a multidisciplinary evaluation.

Wellsboro has employed the RtII model as a means to address academic deficits in students but has chosen to use the Discrepancy to identify students with specific learning disabilities, K-12.

Progress monitoring will be a part of the intervention programs and the data will be included in the evaluation process to identify students with specific learning disabilities.

### **Psychological Services**

The two school psychologists serve on the Student Support team; one coordinates the Wellsboro Online Academy. They also conduct multidisciplinary evaluations (MDE) to determine eligibility of students for special education services through an Individualized Education Plan (Chapter 14; IEP) or Student Service Plan (Chapter 15; SPP/504 Plan).

### **Multidisciplinary Evaluation (MDE)**

The MDE process is used to determine if a student is disabled or exceptional and in need of specially designed instruction. Information is gathered then reviewed by the team (parent/guardian, school personnel and any other resource persons) to determine a recommendation of services in any of the following areas:

Autistic Support  
Emotional Support  
Gifted Support  
Hearing Impairment  
Intellectual Disability  
Learning Support  
Life Skills Support  
Multiple Disabilities  
Orthopedic Support  
Other Health Impaired  
Specific Learning Disability  
Speech and Language Support  
Traumatic Brain Injury  
Visual Impairment

The district also contracts for occupational therapy, physical therapy, audiology support, orientation and mobility, as well as music therapy.

### **Parent Requests for Evaluations**

A parent has the right to refuse the pre-referral screening process and request an evaluation. When this occurs, the parent is provided the "Notice and Request for Consent to Evaluate" permission form. When the form is signed and returned to the district, the evaluation timeline process commences; 60 calendar days (excluding summers) to complete the evaluation and conduct the evaluation report (ER) meeting.

### **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>

### **Demographic Information**

Wellsboro Area School District (WASD) is a rural district that encompasses approximately 330 square miles in central Tioga County. The district serves the Borough of Wellsboro and Middlebury Township, Charleston Township, Delmar Township, Duncan Township, and Shippen Township. WASD also serves Pine Township in Lycoming County, which is not connected to the district. WASD currently has 1,528 students in Kindergarten through 12th grades. Wellsboro Area School District operates four schools: Charlotte Lappla Elementary (K-1), Don Gill Elementary (2-4 grades), Rock L. Butler Middle (5-8 grades), and Wellsboro Area High School (9-12 grades). Approximately 19% of the student population is serviced through the special education department in one or more of the support areas.

There are no disability groups that are significantly disproportionately represented by a higher or lower identification rate in WASD. If the district needs to address any significant disproportionality, WASD ensures that all assessments and evaluation materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis. When necessary, assessments and evaluations will be administered in the language and format most likely to provide accurate information about the student.

### ***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?

Wellsboro Area School District currently employs a Highly Qualified Teacher to educate any youth that are incarcerated at the county prison. At this time, there are no students incarcerated. When there is a student at the prison, the teacher goes to the prison five days a week for designated times of instruction. The students are provided FAPE in the prison because they are not eligible for work-release or study-release and must remain within the confines of the prison. We currently are not experiencing any barriers with regard to meeting our obligations under Section 1306 with the exception of time that may be lost due to inclement weather and school cancellations.

### ***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).

WASD is responsible for the education of incarcerated youth at the Tioga County Prison. Students requiring an evaluation are tested by a WASD school psychologist. WASD provides a special education teacher to provide 20 hours per week of instruction in the four main academic areas to any student under 21 years of age who does not have a high school diploma and wishes to receive instruction. In addition, the Annual Public Notice is posted at the prison and the RAST database is utilized when an inmate is suspected of needing the program.

### *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.

Wellsboro Area School District is committed to the education of all our students, including our identified students, in the least restrictive setting. As our history would indicate, our district has used outside educational settings on only a few occasions over the past fifteen years. Those students placed outside of the district have been severely disabled and/or in need of significantly specialized programming.

Historically, the district has averaged five students per year who are placed in residential treatment programs either by the courts or by the county human service agency. The district maintains communication regarding each student and works with the outside agencies to smoothly transition students back to Wellsboro when their treatment indicates they are ready to return.

Wellsboro prides itself on providing many supports and services. The district staffs over 30 paraprofessionals. In addition, the district works closely with Provider 50 agencies to have therapeutic staff supports (TSS) working with children who qualify for this service. Most of our identified students are educated within the regular education setting with supports and services in place. It is our practice to support a student in the regular education setting with the necessary supports and services prior to even considering a more restrictive setting.

There will continue to be more growth in this area during the time span of this special education plan. In addition to our universal assessment, we will continue to use Study Island and Accelerated Reader. The district is currently investigating more researched-based programs to assist all our students in progressing within the regular curriculum.

WASD has always used Intermediate Unit #17 for technical assistance, staff development and site-based training.

### *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.

Wellsboro Area School District offers a wide array of behavioral supports for all students. The district has a district-wide behavior management policy as well as a district-wide anti-bullying program, STING. The goal of our current practice in regard to behavior is to be positive and proactive. The district utilizes a pre-referral Student Support Team, building level SAP teams and individual guidance counselors and school psychologists at each level to respond to student needs in the area of behavior. The district has also offered "Tough Kids Toolbox" training, as well as APL training to assist teachers and paraprofessionals in continually improving their classroom management techniques.

The district has alternatives in place of always using suspension and expulsions for misbehavior. For example, the school psychologists or guidance counselors will conduct student groups for social skills, attention issues, study skills and antisocial behavior. The district also uses the SAP teams to intervene when drugs or alcohol are suspected to be the cause of misbehavior.

When a student with a disability exhibits behavioral issues, the district assists the family in securing TSS services or the district provides paraprofessional support in the regular education setting. A behavioral consultant from the IU is also used to assist the district in developing a behavior management plan and/or identifying the root cause of the behavior. By using a team approach, the district is often able to educate the student in the regular education setting.

### *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.

WASD is committed to the CASSP process of interagency collaboration. The Supervisor of Special Education is a member of the Tioga County CASSP Advisory Council as well as the Wellsboro Core CASSP Team. This process offers regular meeting times that bring the County Human Services, Probation, Drug and Alcohol, IU #17, Mental Health, parent and district representation together at the same table. This core group has been established for each school district in the county and when there is a "hard to place" student, the case is brought before the CASSP core team. Recommendations are made and follow-up is completed by the Tioga County CASSP Coordinator.

At this point in time, there are no glaring gaps in services. With that said; however, we remain in a very rural area of the state and therefore services are not plentiful in any area and funding is a constant issue.

### *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 Wellsboro Area School District is committed to providing the most appropriate education in the least restrictive environment. Our special education programs offer a continuum of services at each level and it is our belief that we can provide the services needed within our own district for most of our students with disabilities. Some of the strengths and highlights of our district include the following:

1. Our continuum of services for students with disabilities. We are proud to offer Learning Support, Life Skills Support, Emotional Support, Autistic Support and Speech or Language Support, physical therapy, occupational therapy and music therapy in all of our four buildings. In addition to those options, we also offer a continuum of levels, such as Itinerant, Supplemental and Full-Time. Our IEP teams review each student as an individual and strive to provide programs that meet each student's needs.

2. Since, we have four buildings that means a number of transitions for student and parents. We offer orientations to students entering Kindergarten, Second Grade (separate elementary building), Fifth Grade (middle school) and Ninth Grade (high school). While the orientations are open to all students, our special education staff is present to assist with questions that parents may have regarding special education services. We also prepare students about building changes by taking them on field trips to the new building ahead of the actual move to decrease their frustration and anxiety.

3. Our focus on inclusion continues to be a strength because the ultimate goal is to include our students with disabilities with their nondisabled peers as much as possible. Along with the focus on inclusion, the knowledge that our special education staff has regarding the curriculum and PA standards is an additional strength.

4. The district's commitment to provide the supports, such as paraprofessionals, in the regular education setting is also a strength. We currently employ 35 paraprofessionals to work with special education students throughout the district. Without this amount of support, many students would not have the support to be successful in regular education programs.

5. Our Extended School Year program has proven to be extremely beneficial to our students. We offer individual and small group instruction to those students needing to remain on level with academic skills and we send many life skills students to an integrated camp for a portion of the summer to maintain their academic, social and independent skills.

6. Parent communication is a strength for our programs. Along with the required progress monitoring, all of our parents have the opportunity to log onto to the Parent Portal, which gives them access to their students' grades and assignments as often as they wish, or a daily communication log that the parents can review. As well, all students have an agenda to use. At the middle school and high school level, we also provide progress reports every four and a-half weeks, so that parents are informed of any potential problems while there is still time to reconvene and assist the student.

7. An important strength of our district is the commitment to employing highly qualified individuals to work with students with disabilities. All of our special education teachers have been previously designated highly qualified in their current positions. Some are dually certified and others received HOUSSSE distinctions. Every paraprofessional is also highly qualified either by having two years of post-secondary education or by having completed credentialing through PaTTAN.

8. A final strength is our pre-referral, or Student Support Team. In an effort to include parents from the beginning, the Student Support Team process is to contact the parent prior to any actions taken and to conduct a thorough history of the student. Each school psychologist also offers an "interpretation" meeting to parents whose child has received an evaluation. This meeting is a chance for the parents to meet individually with the school psychologist to hear the report results and ask questions before holding the formal Multidisciplinary Team meeting. We offer this to the parents to give them time to understand the results, to add additional input and to learn about the various options in a setting where they do not feel intimidated or unable to ask questions. The Student Support Team is an integral part of the district's efforts to provide the proper identification and placement for all students.



# Assurances

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## 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

Facility Name	Facility Type	Services Provided By	Student Count
Tioga County Department of Human Services - Residential Treatment	Nonresident	Wellsboro Area School District.	8
Tioga County Prison	Incarcerated	Wellsboro Area School District	0
CLM	Nonresident	BLaST IU 17	6
Southwood School	Nonresident	Canon-McMillan School District	1

### Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Partial Hospitalization Program	Neighboring School Districts	Behavioral and Academic support	7
Woods	Approved Private Schools	Autistic/Academic/Behavioral	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* June 9, 2017

*Reason for the proposed change:* The teacher of this position will be retiring and WASD is making a change to move the caseload to another Special Education staff member.

That teacher will be responsible for both 7th and 8th grade IEPs.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	35	0.6
Locations:				
Rock L. Butler Middle 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	14 to 14	1	0.3
Locations:				
Rock L. Butler Middle 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	Emotional Support	13 to 14	3	0.1
Locations:				
Rock L. Butler Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2018*Reason for the proposed change:* Current/Proposed enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	15 to 20	5	0.25
Justification: One student's age is beyond the age range restriction. That student's needs are such that the IEP team agrees his/her needs are best met in this program setting.				
Locations:				
Wellsboro Area High School	A 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%)	Life Skills Support	15 to 20	5	0.75
Justification: One student's age is beyond the age range restriction. That student's needs are such that the IEP team agrees his/her needs are best met in this program setting.				
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 21	7	1
Justification: One student's age is beyond the age range restriction. That student's needs are such that the IEP team agrees his/her needs are best met in this program setting.				
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #4***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: May 1, 2018**Reason for the proposed change: Current/Proposed Enrollment***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	17	0.7
Locations:				
Wellsboro Area High School	A 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	15 to 18	2	0.3
Locations:				
Wellsboro Area School District	A Senior High 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	16 to 17	8	0.8
Locations:				
Wellsboro Area High School	A 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	16 to 17	2	0.2
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* June 9, 2017*Reason for the proposed change:* The teacher of this position will be retiring and WASD is making a change to move the caseload to other Special Education staff members.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 17	2	0.1
Locations:				
Wellsboro Area High School	A 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	18 to 18	1	0.1
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 21	25	0.7
Justification: One student is out of the age range and it has been determined by the IEP team that this placement will best meet his/her needs.				
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2018*Reason for the proposed change:* Current/Proposed Enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	5 to 7	3	0.1
Locations:				
Charlotte Lappla	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	5 to 7	3	0.5
Locations:				
Charlotte Lappla	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* June 9, 2017

*Reason for the proposed change:* The learning support/emotional support classroom is moving down the hallway into another classroom that was a special education room and then a regular education classroom for the past four years.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	15	0.9
Locations:				
Charlotte Lappala	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	8 to 8	1	0.1
Locations:				
Charlotte Lappala	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2018*Reason for the proposed change:* Current/Project Enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	8 to 10	7	0.1
Locations:				
Don Gill	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%)	Life Skills Support	9 to 10	4	0.8
Locations:				
Don Gill	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 9	1	0.1
Locations:				
Don Gill Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2015*Reason for the proposed change:* The classroom is being moved to be more centrally located within the other 2nd and 3rd grade classrooms.*Present Class Location:* 113*Proposed Class Location:* 131*Length of time class has been in present location:* 9 months**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 10	3	0.1
Locations:				
Don Gill	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	25	0.9
Locations:				
Don Gill	An Elementary School Building	A building in which General Education programs are operated		



**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* June 9, 2017*Reason for the proposed change:* The teacher of this position will be retiring and WASD is making a change to move the caseload to another Special Education staff member.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 10	3	0.1
Locations:				
Don Gill	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	20	0.8
Locations:				
Don Gill	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	11 to 11	1	0.1
Locations:				
Don Gill	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* May 1, 2018

*Reason for the proposed change:* Current/Projected Enrollments

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	11 to 11	2	0.1
Locations:				
Rock L. Butler Middle 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%)	Life Skills Support	11 to 14	3	0.1
Locations:				
Rock L. Butler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 15	5	0.6
Justification: The students needs are such that the IEP team feels his needs are best met in this setting.				
Locations:				
Rock L. Butler Middle 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	Learning Support	12 to 12	1	0.1
Locations:				
Rock L. Butler Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* May 1, 2018

*Reason for the proposed change:* Current/Projected Enrollment

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	26	0.9
Locations:				
Rock L. Butler Middle 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	Emotional Support	12 to 12	1	0.1
Locations:				
Rock L. Butler Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #14**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* June 9, 2017

*Reason for the proposed change:* The teacher of this position will be resigning and WASD is making a change to move the caseload to other Special Education staff members.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	5	0.1
Justification: The one students needs are such that the IEP team feels his needs are best met in this setting.				
Locations:				
Rock L. Butler Middle 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	Learning Support	11 to 12	13	0.8
Locations:				
Rock L. Butler Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2017*Reason for the proposed change:* WASD is instituting an Emotional Support classroom to serve students with disabilities related to behavior and mental health as a priority.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	34	0.8
Locations:				
Rock L. Butler Middle 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	Emotional Support	12 to 14	3	0.2
Locations:				
Rock L. Butler Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2018*Reason for the proposed change:* Current/Projected Enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	8	0.2
Locations:				
Wellsboro High School	A 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%)	Emotional Support	17 to 18	2	0.1
Locations:				
Wellsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	10	0.4
Locations:				
Wellsboro High School	A 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	18 to 18	1	0.1
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	18 to 18	1	0.1
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	18 to 18	1	0.1
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #17***Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: August 22, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	12	0.8
Locations:				
Rock L. Butler Middle 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	11 to 12	2	0.1
Locations:				
Rock L. Butler Middle 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	Learning Support	10 to 10	1	0.1
Locations:				
Rock L. Butler Middle 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	Wellsboro Area School District	1
School Psychologist	Rock L. Butler Middle School/Wellsboro High School	1
School Psychologist	Charlotte Lappla/Don Gill	1
Title 1 Instructional Aide	Don Gill	1
Personal Care/Instructional Support Aide	Charlotte Lappla Elementary	1
Personal Care/Instructional Support Aide	Rock L. Butler Middle School	1
Personal Care Aide	Rock L. Butler Middle School	1
Personal Care Aide	Don Gill Elementary	1
Personal Care/Instructional Support Aide	Don Gill	1
Personal Care/Instructional Support Aide	Wellsboro High School	1
Personal Care/Instructional Support Aide	Wellsboro High School	1
Personal Care/Instructional Support Aide	Charlotte Lappla Elementary School	1
Personal Care/Instructional Support Aide	Rock L. Butler Middle School	1
Personal Care/Instructional Support Aide	Charlotte Lappla Elementary	1
Instructional Aide	Charlotte Lappla Elementary	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Wellsboro High School	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Charlotte Lappla Elementary	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Don Gill Elementary	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Don Gill Elementary	0.5
Instructional Aide	Wellsboro High School	0.5
Instructional Aide	Don Gill Elementary	0.5
Instructional Aide	Wellsboro High School	0.5
Instructional Aide	Don Gill Elementary	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Don Gill Elementary	0.5
Instructional Aide	Charlotte Lappla Elementary	0.5

Instructional Aide	Wellsboro High School	0.5
Instructional Aide	Charlotte Lappia Elementary	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Don Gill Elementary	0.5
Speech Therapist	Charlotte Lappia Elementary/Rock L. Butler Middle School	1
Speech Therapist	Don Gill Elementary	1
Instructional Aide	Wellsboro High School	0.5
Personal Care Aide	Wellsboro High School	1
Instructional Aide	Wellsboro High School	0.5

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Music Therapist	Outside Contractor	4 Days
Speech Therapist	Outside Contractor	0.5 Days
Physical Therapist	Outside Contractor	3 Days
Audiology Support	Intermediate Unit	1 Days
Hearing Impaired	Intermediate Unit	2 Days
Occupational Therapist	Outside Contractor	3 Days
Occupational Therapist	Outside Contractor	3 Days



# District Level Plan

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## Special Education Personnel Development

### Autism

#### Description

Autism Awareness Training - BLAST IU 17 will present an autism awareness training during our inservice dates.

The goal is to increase the skill level for professional staff, related service providers and paraeducators working with students with Autism Spectrum diagnoses, K-12. The training will include:

- IEP team collaboration to share relevant information and plan programming to best meet the students' individual needs
- Provide learning strategies to accommodate varying ability levels, sensory needs, behavioral needs and social needs
- implement behavioral programs developed for individual students
- strategies to engage students in meaningful learning experiences within the regular classroom and outside of the regular classroom.

<b>Person Responsible</b>	Supervisor of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

#### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	25
<b>Provider</b>	BLAST IU
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	It is my intention that the faculty and support staff will gain insight and knowledge to better enable them to teach, interact with and understand students diagnosed with Autism Spectrum Disorders.

<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
<b>Training Format</b>	Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion Joint planning period activities Journaling and reflecting
<b>Evaluation Methods</b>	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

The goal is to increase positive behavior within the entire district – students, faculty, staff and community members.

Involvement of all faculty and staff as well as the Connector's program at the high school, will continue to promote and recognize positive behaviors of the students in our district K-12.

**Person Responsible** Ben Largey, School Psychologist  
**Start Date** 7/1/2018  
**End Date** 6/30/2021  
**Program Area(s)** Student Services

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	20
<b>Provider</b>	WASD
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	The STING initiative will increase, all members of the WASD community, the awareness of the positive impact on treating others with respect and fairness.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	School Whole Group Presentation

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Related Service Personnel Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion Joint planning period activities Journaling and reflecting
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

## Paraprofessional Description

The WASD will increase the skill level of paraeducators working under the direction of professional staff. These trainings will include ongoing professional development in the following areas:

1. Reading/Understanding the IEP and relevant information about the student(s) with the teacher to facilitate programming to best meet the needs of the student(s)
2. Completion of Personal Care Aide forms
3. Completion of training worksheet to track 20 hours of training/year
4. CPR/First Aid Training
5. Concussion Management Training
6. Autism Awareness Training
7. Responsibility and role of the paraeducator in the regular classroom as well as in the special education classroom and with their assigned students.
8. Mandated Reporter Training
9. Cardiac Arrest
10. Epi-Pen Training

**Person Responsible** Supervisor of Special Education  
**Start Date** 7/1/2018  
**End Date** 6/30/2021  
**Program Area(s)** Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	10
<b>Provider</b>	WASD
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Increased awareness of strategies to meet the needs of individual learners, CPR/First Aid, Concussion Management, collaboration and instructional support strategies.
<b>Research &amp; Best Practices Base</b>	Use of well-trained, highly qualified paraprofessionals leads to better achievement of students with IEPs.

<b>For classroom teachers, school counselors and education specialists</b>	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	LEA Whole Group Presentation School Whole Group Presentation
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

**Reading NCLB #1****Description**

The goal is to increase student reading performance as outlined by the student growth model.

Baseline information is generated from 2017 PSSA results.

**Baseline Data:**

2017 PSSA Reading Data for IEP students:

**Grade 3: 37.7% - Below Basic; 22.2% - Basic; 22.2% 33.3% Proficient; and 6.6% Advanced**

**Grade 4: 18.5% - Below Basic; 33.3% - Basic; 40.7% Proficient; and 7.4% Advanced**

**Grade 5: 26.3% - Below Basic; 47.4% - Basic; 21.1% Proficient; and 5.3% Advanced**

**Grade 6: 13.0% - Below Basic; 43.5 % - Basic; 39.1% Proficient; and 4.3% Advanced**

**Grade 7: 5.3% - Below Basic; 52.6 % - Basic; 31.6% Proficient; and 10.5% Advanced**

**Grade 8: 11.8% - Below Basic; 47.1% - Basic; 23.5% Proficient; and 17.6% Advanced**

**Person Responsible** Supervisor of Special Education  
**Start Date** 7/1/2018  
**End Date** 6/30/2021  
**Program Area(s)** Special Education

**Professional Development Details**

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	5
<b>Provider</b>	PATTaN
<b>Provider Type</b>	PaTTAN

<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Effective educational teaching skills based on research using effective practices.
<b>Research &amp; Best Practices Base</b>	Data informed decision making and instructional strategies related to best practices.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>Paraprofessional</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p>



	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

## Transition

### Description

WASD is committed to providing transition services and a plan to transition for IEP students after graduation from high school. Transition planning involves post-high school outcomes in three areas: post-secondary education/training, post-secondary employment and independent living. Post-high school student outcomes are addressed within the IEP Transition process and transition services/activities related to individual goals are identified.

WASD collaborates with BLaST IU 17 to provide Transition Council Staffing meetings for juniors and seniors with an IEP. The Council members include: the student, parent, teacher of record, OVR, Tioga County Human Services, Martha Lloyd, Partners In Progress, Good Will and any other agency that may be involved with the student. Transition progress is tracked within the IEP and reviewed yearly.

Students in grades 7-10 (beginning when the student turns 14) will be involved in activities and services related to the career field in which they are interested including: career interest survey, career portfolio, This Is How I See Myself assessment, and career research.

<b>Person Responsible</b>	Supervisor of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	10
<b>Provider</b>	WASD
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Increased awareness of agencies and resources to assist in meeting students' goals for life after high school.
<b>Research &amp; Best Practices Base</b>	The Department of Education has identified essential elements of transition planning necessary for students to have appropriate opportunities to successfully transition to life after graduation.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and

	community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>School counselors</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>
<b>Evaluation Methods</b>	<p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p>

# Special Education Affirmations

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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*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*