Profile and Plan Essentials

EA Name		AUN	
Wellsboro Area SD		117598503	
Address 1			
227 Nichols Street			
Address 2			
City	State	Zip	
Wellsboro	PA	16901	
Director of Special Education Name			
Karen Farrer			
Director of Special Education Email			
kfarrer@wellsborosd.org		,	
Director of Special Education Phone	e Number	Director of Special Education Ext	
5707240369			
Chief Administrator Name			
Mrs Alanna R Huck			
Chief Administrator Email			
ahuck@wellsborosd.org			

Special Education Students

Total Number of Students Receiving Special Education 250 School District Total Student Enrollment 1427 Percent of Students Receiving Special Education 17.5

Steering Committee

Name	Position/Role	Building	Email
Alanna R. Huck	Superintendent	Wellsboro Area SD	ahuck@wellsborosd.org
Karen Farrer	Director of Special Education	Wellsboro Area SD	kfarrer@wellsborosd.org
Todd Outman	Building Principal	Wellsboro Area HS	toutman@wellsborosd.org
Ben Largey	Other	Wellsboro Area SD	blargey@wellsborosd.org
Jacob Rogers	Other	Wellsboro Area SD	jrogers@wellsborosd.org
Ashley Baker	Special Education Teacher	Don Gill El Sch	abaker@wellsborosd.org
Glenda Aldinger	Parent	Wellsboro Area SD	glenda1972aldinger@gmail.com
Tanya Harmon	Other	Wellsboro Area HS	tharmon@wellsborosd.org
Meg Ralston	Other	Wellsboro Area SD	mralston@IU17.ORG
Amy Coots	Director of Curriculum	Wellsboro Area SD	acoots@wellsborosd.org
Christopher Gastrock	Board Member	Wellsboro Area SD	cgastrock@wellsborosd.org
Jessica Gay	General Education Teacher	Don Gill El Sch	igay@wellsborosd.org

School District Areas of Improvement and Planning - Indicators
Suspension/Expulsion by Race/Ethnicity (Indicator 48)
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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)

Improvement and Planning Activity

The LEA did not meet the SPP/APR 95% participation rate target for children with IEPs in grade 4 ELA and Math. The state rate for grade 4 ELA was 91.5%, and the state rate for grade 4 Math was 91.6%. The LEA was slightly below the state rate for grade 4 ELA and Math with 90% in each. The improvement and planning activities to increase our participation rate include continuing to encourage our families to have their children participate in state assessments and continue to include testing dates on school calendars, the LEA website, and communications sent home through fliers, letters, and apps.

The LEA did not meet the Gap in Proficiency rate SPP/APR targets for grade 8 ELA or grade 4 and grade 8 Math. The grade 8 ELA target was 35.8%, and the LEA rate was 55.8%. The grade 8 Math target was 17.5%, and the LEA rate was 36.7%. The grade 4 ELA target was 21%, and the LEA rate was 27.7%. Improvement and planning activities to improve our Gap in Proficiency rates include the adoption of a new ELA curriculum K-12, targeted ELA training and professional development, and afterschool tutoring. The LEA will also continue to implement the i-Ready math curriculum. PVAAS data will continue to be reviewed to monitor growth in students with disabilities.

Targeted Math and ELA in-service training/professional development will occur for regular education and special education teachers to analyze data in relation to the PA Core standards and assessment of eligible content/anchors. Teachers will meet across grade levels to plan for supporting students instructionally for the transition across grade levels.

Education Environments (Indicator 5)
Indicator not flagged at this time.
Parent Involvement (Indicator 8)
Indicator not flagged at this time.
Early Childhood Transition (Indicator 12)
Indicator not flagged at this time.
Post-School Outcomes (Indicator 14)
Indicator not flagged at this time.
Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring District has completed all monitoring corrective action/improvement plans.

Identification Method Identifying students with specific learning disabilities

Discrepancy Model

Building Name | AUN | Branch Number | RTI | Approved RTI Use

Non-Resident Students Oversight

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

No

- 1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)
 - If Wellsboro Area School District (WASD) resident students are hosted in a 1306 facility, the WASD strives to remain involved and collaborate with the host district to stay informed of the educational services being provided to students eligible for special education. This involvement and collaboration effort aids in ensuring students with disabilities are educated in the least restrictive environment and having their needs met as outlined in their Individualized Education Program (IEP). The WASD is committed to a team-approach when decisions are made regarding students eligible for and in need of special education services. The WASD cooperates with the host district and makes every effort to participate in all meetings and provide timely responses when requests for records and information are received. Record/information requests could include but are not limited to requests for transcripts, report cards. evaluation reports, reevaluation reports, functional behavior assessments, positive behavior support plans, IEPs, notice of recommended educational/prior written notice placement (NOREP/PWN), and/or other educational materials. Maintaining ongoing communication with all stakeholders involved in every student's education allows the WASD to ensure educational obligations are met and students are being properly served while receiving a free appropriate public education (FAPE). Ensuring the delivery of FAPE includes a child study team referral process, timely evaluations and reevaluations, identification of need, development of IEPs, team collaboration to identify necessary and appropriate supplementary aids and services, and ongoing progress monitoring of service delivery. This oversight aids in ensuring students with disabilities are educated and successful in the least restrictive environment beginning with the regular education environment while in the 1306 facility. Specific steps the district takes in its oversight of students placed in 1306 facilities include working collaboratively with the host school district in making decisions regarding the goals, specially designed instruction, educational placement, and the provision of comparable services for each student through the IEP Team process. Prompt responses to the host facility and participation in IEP and treatment meetings allows the WASD to stay informed of the educational progress the student is making and assists in identifying any barriers that may need to be addressed to ensure the appropriate educational placement and necessary related services are being provided. If the child's parent cannot attend IEP meetings in person, the WASD takes steps to ensure that the parent is included in the IEP meeting, including informing the parent they can participate through a teleconference call or other appropriate means in the same way the WASD would facilitate the participation of the parents of its resident children. The WASD cooperates on an on-going basis with the host school districts to facilitate the education of the student, the provision of FAPE, and discharge planning.
- 2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school? Procedures are in place for communicating with 1306 facilities to ensure a successful transition back to school. When Wellsboro Area School District (WASD) resident students are placed in a 1306 facility, WASD communicates with the placement facility and the host district through IEP team, transition, and other meetings to determine that the student's educational program is implemented within the Least Restrictive Environment (LRE) while attending the 1306 facility. WASD makes every effort to cooperate with and participate in meetings (enrollment, CASSP, intake, IEP, evaluation, treatment, and/or

discharge meetings) with the 1306 facility and host district when transition back to WASD is determined appropriate. This participation ensures that appropriate supports are in place when the student returns to facilitate a smooth transition. When the 1306 facility notifies the WASD that a student will be exiting their program, the WASD takes steps to ensure a successful transition back to school. Those steps include participating in discharge and planning meetings, collaborating with CASSP, county, and outside agency providers and all other stakeholders as appropriate, requesting updated educational records, progress monitoring data, and current school records, and working as a team to review and discuss discharge recommendations. WASD school staff communicate to be sure the students' needs are identified and what supplementary aids and services are necessary to meet those needs. The goal is a smooth transition of a student back to the Local Education Agency (LEA) where students with disabilities can continue to receive FAPE in accordance with their IEPs. An IEP team meeting is convened when a student is transitioning back to the WASD so the student's IEP team can work together on developing and/or revising the IEP as appropriate so the student receives adequate and appropriate service delivery. IEP team members will include the student, parent(s)/guardian(s), general and special education teachers, and one or more of the following: special education supervisor, school psychologist, school counselor, principal, assistant principal, and/or other district administration/LEA representatives. Timely enrollment and appropriate placement, encouraging youth participation and family involvement, and fostering a welcoming school community are specific steps the WASD is committed to taking when assisting a student's successful transition back to school. WASD is committed to meaningful collaboration efforts with all appropriate stakeholders to ensure appropriate modifications, accommodations, and supports are in place and barriers to a successful transition back to school do not impede the student's progress and access to FAPE. Communication protocols (in-person, phone, and virtual meetings) allow the WASD to identify needs and provide appropriate supports to students that ensure a successful transition back to school.

Incarcerated Students Oversight

Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?
 Yes

§1306.2 Facilities			
	Facility Type	Services Provided By	Student Count
Tioga County Prison	Prison	District	1

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

The Tioga County Prison is located within the Wellsboro Area School District (WASD). When WASD has students whom are incarcerated and are in need of specially designed instruction in this facility, WASD works collaboratively with the prison and home district to provide appropriate educational programs to incarcerated youth and provide appropriate services based on need and in accordance with state and federal laws and regulations. The WASD follows current regulations and Basic Education Circulars to ensure FAPE and Child Find.

Least Restrictive Environment

- Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
 Based on the Special Education Data Report (SEDR), Wellsboro Area School District's (WASD) Least Restrictive Environment data indicates that 67.6% of all students receiving Special Education Supports and Services are educated inside the regular class for 80% of the day or more. This rate is 5.8% higher than the state rate of 61.8%. A total of 7.3% of WASD students receiving special education are educated inside the regular class less than 40% of the day. This rate is 2.6% lower than the state rate of 9.9%. PDE is not displaying LEA data for students educated in other settings due to small group size. The state rate of students educated in other settings is 4.4%.
- 2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?
 - Universal practices to address the academic and social/emotional needs of all students in need of accommodations to their learning environments are utilized by the Wellsboro Area School District (WASD). A universal screening and progress monitoring tool in reading and math is utilized via aimswebPlus. CDTs, Study Island, Accelerated Reader, and IXL are other research based practices implemented by WASD. A Student Assistant Program (SAP) and Child Study Team (CST) are utilized to identify barriers that are interfering with students' academic success and helps students in need access school and county-based services to address academic and/or behavioral need as well as mental health and drug and alcohol issues. Members of the SAP and CST teams work collaboratively to address academic and social/emotional needs of all students in need of accommodations to their learning environments and gather additional supports and resources to ensure needs are being met.
- 3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
 - The Wellsboro Area School District is committed to making sure that students with disabilities are educated alongside students without disabilities to the maximum extent appropriate for the student. Appropriate means that the education meets the student's special needs and allows the student to make educational progress. The regular education classroom is the first placement choice the Individualized Education Program (IEP) team considers. When an IEP team considers where a student will be educated, it asks what can be provided in the regular education classroom or activity and what supplementary aids and services will provide extra supports in a regular classroom environment. Examples include assistive technology, positive behavior strategies, use of a resource room, and accommodations or modifications in the curriculum or assignments. The WASD utilizes academic programming and training efforts to ensure meaningful participation of students with disabilities in the general education curriculum. Regular education and special education staff are encouraged to attend professional development opportunities offered through PDE, PaTTAN, and BLaST IU 17 in order to enhance their knowledge and ability to support the inclusion of children with educational disabilities within the general education setting. WASD collaborates with BLaST IU 17, PaTTAN and PDE to bring professional development to the school district during scheduled in-service training, after school training, and training during the school day. Training is provided in relation to interventions, strategies, data review, and to allow for team planning. In addition, the Supervisor of Special Education attends monthly meetings with the local Intermediate Unit and the annual conference offered through PDE to keep abreast of current evidence-based models and practices as well as to discuss successful programs, services, and options with colleagues. The special education teachers and Special Education Supervisor work closely with the regular education teachers to
- 4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The Wellsboro Area School District (WASD) utilizes a full range of supplementary aids and services (SaS) based on individual student needs and as

determined by the Individualized Education Program (IEP) team to ensure meaningful participation of students with disabilities in extracurricular activities. SaS and other supports are provided to enable students with disabilities to be educated with nondisabled children to the maximum extent appropriate. SaS and other supports are available to all students who need them and are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings. SaS are designed to provide meaningful educational benefit and are provided in a manner that avoids stigmatizing students. IEP teams thoughtfully consider SaS to determine what is necessary and appropriate to implement that will foster increased participation of children with disabilities in general education and extracurricular environments. Examples of supplementary aids and services currently being used include but are not limited to regular collaboration between IEP team members, paraprofessional supports, modified curriculum, assistive technology, adaptive equipment, sensory supports, social and emotional instruction, individualized positive behavior supports, providing research based supplemental materials, environmental adaptations, transportation services, training, professional development, presentation, response, and setting accommodations, and schedule modifications. Communication and collaboration with staff and volunteers leading and assisting extracurricular activities is another effort the WASD utilizes to ensure that stakeholders are aware of the needs and supports in place as outlined in IEPs. IEP team meetings are convened as needed prior to, during, and following extracurricular activities to discuss and adjust accommodations and modifications. Team meetings may include any or all of the following: parent(s)/guardian(s), students, general and special education teachers, extracurricular activity staff and volunteers, and LEA representatives. The team meetings may result in IEP revisions based on the need to add or fade supports as appropriate and supported by student progress and/or demonstrated need. Collaborative, instructional, physical, and social-behavioral categories are considered by IEP teams when determining SaS to provide that will support students with disabilities as active participants with nondisabled peers.

- 5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

 The Wellsboro Area School District (WASD) has a low number of students placed in private institutions. When children with disabilities are placed in private institutions, the district participates in IEP meetings in an attempt to ensure that students are educated with non-disabled peers to the maximum extent appropriate, including opportunities to participate in district lead extracurricular activities. Students are only provided services in private institutions as deemed necessary through evaluation and IEP team determinations including the parent. Periodically, a student may be placed in a private institution through an outside agency. The Special Education Supervisor or a representative from WASD participates in all IEP meetings and consideration is always given to the least restrictive environment and including students with non-disabled children whenever possible. WASD students continue to receive updates and notifications from WASD while attending private institutions. All students who are eligible for extracurricular activities based on school district policies and administrative regulations are able to participate in extracurricular activities and are provided the supports when necessary to do so.
- 6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)
 The Wellsboro Area School District (WASD) continues to assess needs in building capacity and expanding programs and services in an effort to provide a continuum of services. WASD contracts with the Intermediate Unit and continues to utilize IU and community resources to locate programs and services to provide a continuum of services to meet the individual educational, physical, social/emotional and behavioral needs of students. Appropriate program and

service decisions are determined by IEP teams working collaboratively to review progress monitoring data, evaluation data, current school records, and other relevant data.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Western Pennsylvania School for the Deaf	Other		Western Pennsylvania School for the Deaf	Emotional Support	1
	Other			Emotional Support	-

Positive Behavior Support Date of Approval 2019-10-08

Uploaded FilesBehavior Support Plan.pdf

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

The Wellsboro Area School District (WASD) supports the emotional, social needs of students with disabilities utilizing a team approach to collaborate, identify, and meet students' needs. The district utilizes pre-referral Child Study teams, Student Assistance Program (SAP) teams, Child and Adolescent Service System Program (CASSP) coordination teams, guidance counselors, and school psychologists to respond to students' emotional, social needs. When a student with a disability exhibits emotional, social needs, the district assists the family in securing appropriate outside-agency services in addition to the district providing appropriate supplementary aids and services in the general education setting. Consultants from the IU may also be used to assist the district in identifying the function of the behavior and/or developing positive behavior support plans. We are also fortunate to be able to partner with outside agency providers to offer school-based outpatient therapy and community school based behavioral health support (CSBBH).

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.

Training is provided to members of administrative, professional, and support staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention. The district offers Quality Behavioral Solutions - Safety-Care Crisis Prevention and Deescalation training, as well as participation in Trauma-informed and APL trainings to assist and support professional staff in continually improving classroom management and student support techniques. We also have trained Question Persuade Refer (QPR) trainers who have trained professional and support staff in QPR suicide gatekeeper training.

3. Describe the district positive school wide support programs.

The WASD has a district-wide behavior support policy as well as a district-wide anti-bullying program, STING. Individual positive behavior support plans and incentive plans are implemented when needed. Behavior assessments and data collection are utilized when developing individual behavior goals. Appropriate behavior expectations are taught and modeled by district staff. Guidance counselors and school psychologists work to support district staff in developing positive behavior supports. Methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards, are implemented.

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

The WASD is committed to positive and proactive strategies and developing and maintaining partnerships with community agencies and services that support students with emotional, social needs. Behavior health services include School-Based Outpatient Services, Community and School-Based Behavioral Health, Family-Based service referrals, and Intensive Behavioral Health Services. These partnerships support the needs of students and provide services such as counseling, mental health assessments, case management, and referrals to community programs.

5. Describe the district restraint procedure.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

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 Wellsboro Area School District is committed to ensuring a free and appropriate public education (FAPE) to all students within the least restrictive environment. The district utilizes supplementary aids and services to allow for students to succeed in the regular education classroom while simultaneously offering a continuum of service options for students. The district also contracts with the Intermediate Unit 17 for the provision of services that cannot be supported by our district resources. The school district works collaboratively with the IEP team, CASSP coordination, and community agencies utilizing an interagency approach to determine appropriate supports and services for students. The school district is committed to fostering collaborative working relationships with all community agencies to develop appropriate programs and provide support for students who demonstrate significant need. The school district will continue to monitor our local needs regarding the provision of appropriate educational programming.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills WAHS	Secondary	Full-time (1.0)	03/26/2024 07:48 PM

Building Name		
Wellsboro Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 2	0%)	16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
This position serves students in small groups ac by the IEP team.	cording to grade bands or individually, so age variance is not broken unless determined appropriate	0.8

Building Name		
Wellsboro Area HS		
Support Type	17	
Life Skills Support		.,
Support Sub-Type		
Life Skills Support (G	irades 7-12)	
Level of Support		Case Load
Full-Time (80% or M	ore)	1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	20 to 20
Age Range Justificat	FTE %	
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support DG 2-3	Elementary	Full-time (1.0)	03/26/2024 12:17 PM

Building Name		
Don Gill El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Les	ss)	13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justificat	tion	FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support RLBMS	Multiple	Full-time (1.0)	03/28/2024 09:02 AM

Building Name	
Rock L Butler MS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	

Level of Support Itinerant (20% or Less)		Case Load
School District Elementary		11 to 11
Age Range Justification		FTE %
		0.06

Building Name		
Rock L Butler MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Th	an 80% but More Than 20%)	3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.15

Building Name		
Rock L Butler MS		5
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Le	ss)	5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.1

Building Name	
Dunging Name	

Rock L Butler MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Th	an 80% but More Than 20%)	3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.15

Building Name		
Rock L Butler MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or M	ore)	1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills RLBMS	Multiple	Full-time (1.0)	03/28/2024 09:04 AM

Building Name	
Rock L Butler MS	

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (G	irades K-6)	
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.05

Building Name		
Rock L Butler MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Gra	ides K-6)	
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 14
Age Range Justification		FTE %
		0.25

Building Name		
Rock L Butler MS		
Support Type		4
Life Skills Support		
Support Sub-Type		
Life Skills Support (G	irades K-6)	
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 13

Age Range Justification	FTE %
	0.08

Building Name		
Rock L Butler MS		_
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (G	Grades 7-12)	
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom Classroom Location		Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education CL	Elementary	Full-time (1.0)	03/26/2024 07:59 PM

Building Name		
Charlotte Lappla El S	Sch	
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Le	ss)	4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %

0.08

Building Name		
Charlotte Lappla El Sci	1	
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 5
Age Range Justification		FTE %
		0.05

Building Name		
Charlotte Lappla El S	Sch	
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support	.*	Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	.5 to 7
Age Range Justification		FTE %
		0.08

Building Name	
Charlotte Lappla El Sch	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	

Level of Support Supplemental (Less Than 80% but More Than 20%)		Case Load	
		1	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	5 to 5	
Age Range Justification		FTE %	
		0.05	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support DG	Elementary	Full-time (1.0)	03/26/2024 08:04 PM

Building Name		
Don Gill El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Les	55)	4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.08

Building Name	
Don Gill El Sch	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom		Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 9	Secondary	Full-time (1.0)	03/26/2024 08:09 PM

Building Name		
Wellsboro Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Th	an 80% but More Than 20%)	2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justificatio	n	FTE %
		0.1

Building Name	
Wellsboro Area HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	13

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 10	Secondary	Full-time (1.0)	03/26/2024 08:20 PM

Building Name		
Wellsboro Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom Classroom Location		Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.18

Building Name		
Wellsboro Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Th	ian 80% but More Than 20%)	4
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support RLBMS 5-6		Full-time (1.0)	03/28/2024 09:14 AM

Building Name		
Rock L Butler MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom Classroom Location		Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.22

Building Name		
Rock L Butler MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Th	an 80% but More Than 20%)	4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13

Age Range Justification	FTE %
	0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support 9-12	Secondary	Full-time (1.0)	03/26/2024 08:34 PM

Building Name		
Wellsboro Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.16

Building Name		
Wellsboro Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 2	0%)	10
Identify Classroom	Classroom Location	Age
of letter		Range
School District	Secondary	16 to 21

Age Range Justification	ETEN
This position serves students in small groups according to grade bands or individually, so age variance is not broken unless determined appropriate by the IEP team.	0.5

Building Name		
Wellsboro Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or M	ore)	3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech CL RLBMS			07/27/2023 02:17 PM

Building Name		
Wellsboro Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Constant
Itinerant (20% or Less)		Case Load
		53
Identify Classroom	Classroom Location	Age Range

School District	Multiple	5 to 15
Age Range Justification		FTE %
Speech services are grouped so same age peers	s receive instruction together. Although the entire caseload exceeds the age range, small group	0.03
instruction does not.		0.82

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Support	Elementary	Full-time (1.0)	03/28/2024 12:40 PM

Building Name		
Don Gill El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Gra	des K-6)	
Level of Support		Case Load
Supplemental (Less Th	an 80% but More Than 20%)	2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support DG 3-4	Elementary	Full-time (1.0)	03/26/2024 08:47 PM

Building Name	
Don Gill El Sch	

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Les	ss)	11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support RLBMS 7			03/26/2024 08:53 PM

Building Name		
Rock L Butler MS		-1
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Le	ss)	14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.28

Building Name	
Rock L Butler MS	
Support Type	

Learning Support		-
Support Sub-Type		
Learning Support		***
Level of Support		Case Load
Supplemental (Less Th	an 80% but More Than 20%)	3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justificatio	n	FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech DG	Elementary	Full-time (1.0)	03/26/2024 08:55 PM

Building Name		
Don Gill El Sch		
Support Type		
Speech And Languag	ge Support	
Support Sub-Type		
Speech And Languag	ge Support	
Level of Support		Case Load
Itinerant (20% or Les	ss)	37
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justificat	tion	FTE %
		0.57

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 11-12	Secondary	Full-time (1.0)	03/26/2024 09:05 PM

Building Name		
Wellsboro Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Le	ss)	1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justificat	tion	FTE %
		0.02

Building Name		
Wellsboro Area HS		
Support Type		170
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Le	ss)	17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.34

Building Name	
Wellsboro Area HS	
Support Type	
Learning Support	

Support Sub-Type		
Learning Support		
Level of Support Supplemental (Less Than 80% but More Than 20%)		Case Load
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support RLBMS 8	Secondary	Full-time (1.0)	03/26/2024 09:09 PM

Building Name		
Rock L Butler MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.2

Building Name	
Rock L Butler MS	
Support Type	
Learning Support	
Support Sub-Type	

Learning Support		
Level of Support		Case Load
Supplemental (Less Th	an 80% but More Than 20%)	4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.2

Special Education Facilities

Building Name		Room #	
Don Gill El Sch		013	
School Building		Building Description	
		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
30 feet, 4 inches x 33 feet, 5 inches	1013sqft	36	
Implementation Date			
2022-06-07			
Uploaded Files			

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	

Building Name		Room #
Wellsboro Area HS		119
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 22 feet, 7 inches	666sqft	23
Implementation Date		
2022-06-07		
Uploaded Files		

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.	103	No

Building Name		Room #
Don Gill El Sch		024
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 2 inches x 28 feet, 1 inches	959sqft	34
Implementation Date	· · · · · · · · · · · · · · · · · · ·	
2022-06-07		
Uploaded Files		

Yes	No
Yes	- 1.10
-	
	Yes Yes Yes Yes Yes Yes Yes

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

Building Name		Room #
Wellsboro Area HS		157
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 8 inches	830sqft	29
Implementation Date		
2022-06-07		
Uploaded Files		

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

Building Name		Room #
Rock L Butler MS		220
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 19 feet, 11 inches	497sqft	17

Implementation Date	
2022-06-07	
Uploaded Files	

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	

Building Name		Room #
Rock L Butler MS		307
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
	834sqft	29
Implementation Date		· —
2022-06-07		
Uploaded Files		

Yes	No
	110
	Yes Yes 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	

Building Name		Room #	
Charlotte Lappla El Sch		A24	
School Building		Building Description	
		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
19 feet, 7 inches x 23 feet, 10 inches	466sqft	16	
Implementation Date	****		
2022-06-07			
Uploaded Files			

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	

Building Name	Room #	
Rock L Butler MS	302	
School Building	Building Description	

	A building in which general education programs are operated
Classroom Area Measurement	Max # of students in classroom
763sqft	27
· · · · · · · · · · · · · · · · · · ·	
	Classroom Area Measurement

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	1.10
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	_

Building Name		Room #	
542 11 1 4 445		120	
School Building		Building Description	
	3	A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
27 feet, 5 inches x 28 feet, 6 inches		27	
Implementation Date			
2022-06-07			
Uploaded Files	3		

9Assurance Check

43

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

Building Name		Room #	
Rock L Butler MS		217	
School Building		Building Description	
		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
31 feet, 6 inches x 21 feet, 5 inches	674sqft	24	
Implementation Date	M		
2022-06-07			
Uploaded Files			

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	

Building Name		Room #
Wellsboro Area HS		111
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 11 inches x 29 feet, 4 inches	760sqft	27
Implementation Date		
2022-06-07		
Uploaded Files		

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	

Building Name	4- 11-	Room #
Wellsboro Area HS		206
School Building	<i>P</i>	Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2022-06-07		
Uploaded Files		

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

Building Name		Room #
Charlotte Lappla El Sch		C-41A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
9 feet, 2 inches x 11 feet, 10 inches	108sqft	3
Implementation Date		
2022-06-07		
Uploaded Files		

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	

Building Name		Room #
Don Gill El Sch		132
School Building		Building Description
		A building in which general education programs are operated
	Classroom Area Measurement	Max # of students in classroom
34 feet, 2 inches x 28 feet, 5 inches	970sqft	34
Implementation Date		
2022-06-07		
Uploaded Files		

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	

Building Name		Room #
Rock L Butler MS		306
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 7 inches x 21 feet, 6 inches	593sqft	21
Implementation Date		

2022-06-07	
Uploaded Files	

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

Building Name		Room #
Charlotte Lappla El Sch		A23
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 7 inches x 23 feet, 10 inches	466sqft	16
Implementation Date	2	
2022-06-07		
Uploaded Files		

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	

Building Name		Room #
Wellsboro Area HS		163
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 29 feet, 4 inches	762sqft	27
Implementation Date		74.0
2022-06-07		TO THE STATE OF TH
Uploaded Files		

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	

Building Name	Room #
Don Gill El Sch	118-A
School Building	Building Description
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
28 feet, 0 inches x 11 feet, 0 inches	308sqft	11	
Implementation Date			
2024-03-25			
Uploaded Files			

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	

Building Name		Room #
Rock L Butler MS		106
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
9 feet, 0 inches x 24 feet, 0 inches	216sqft	7
Implementation Date		
2024-03-28		
Uploaded Files		

Assurance Check	Yes	No
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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	_

Special Education Support Services 20Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1.0	District Wide	District
School Psychologist	1.0	Elementary	District
School Psychologist	1.0	Secondary	District
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	2.0	Secondary	District
Paraprofessionals	37	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1 OTR/L, 1 COTA/L, 1 COTA	District Wide	Contractor
Other	1 Board-Certified Music Therapist	District Wide	Contractor
Other	1 Teacher of Visually Impaired	District Wide	Contractor
Other	1 Hearing Support	District Wide	Contractor
Other	1 Speech and Language Pathologist	District Wide	Contractor
Other	1 Ed. Audiologist	District Wide	Contractor
Other	1 Certified Orientation and Mobility Specialist	District Wide	Contractor
Other	1 Autistic Support Consultant	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training				
and paraprofessionals serv students with Autism. Trai	icing students with Autism will receive	e coaching to help enhance learning onment, behavioral strategies/modi	f being trained to meet their individual needs. The teachers to help ensure that they are using best practices in servicing fications, curriculum adaptations, supplementary alds and	
Lead Person/Position		Year of Training		
Supervisor of Special Educ	ation	2025		
Hours Per Training	Number of Sessions	Provider	Audience	
1	1	Intermediate Unit Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other	

Description of Train	ing		
ASD Overview			
Lead Person/Position	on	Year of Tr	aining
Special Education Su	pervisor	2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Positive Bellavior Support				
Description of Training				
QBS: Training will be on Quality	y Behavior Solutions (QBS). This will be t	o maintain a low number o	of restraints and continue to minimize the number of restraints	
for all students including stude	nts that are receiving special education	services. This training will	teach both verbal de- escalation strategies and physical	
	ntions will only be used at times that a s			
Lead Person/Position		Year of Training		
		2024		
		2025		
Supervisor of Special Education		2026		
		2027		
		1		
Hours Per Training	Number of Sessions	Provider	Audience	
			Building Administrators	
			Central Office Administrators	
		1	General Education Teachers	
7 hours/ training day	1-5	District	Paraprofessionals	
			Special Education Teachers	
			Other	
			0.00	

Paraprofessional

Description of Training	0.6 [
All district paraprofessio	nals will maintain highly qualified status and meet the requiren	nent of 20 hours of annual training	g. The training will be a combination of	
in-person professional de	evelopment at the district, through the IU, and online trainings	through Vector and/or PaTTAN fr	amewelder.	
Lead Person/Position Year of Training				
		2024		
		2025	2025	
Supervisor of Special Edu	Supervisor of Special Education		2026	
		2027		
Hours Per Training	Number of Sessions	Provider	Audience	
up to 7 hours	Number of sessions to equal 20 hours annually.	District	Paraprofessionals	
up to 7 hours	Number of sessions to equal 20 hours annually.	Intermediate Unit		

Pattan .	
Other	

Description of Train	ing		
Annual Paraprofessi	onal Conference		
Lead Person/Position	on	Year of Training	
BLaST Intermediate	Unit 17	2024 2025 2026 2027	r
Hours Per Training	Number of Sessions	Provider	Audience
5	1	Intermediate Unit	Paraprofessionals

Transition

Description of Traini	ng		
Review of transition	planning resources/dev	elopment of transitio	n plans for secondary students
Lead Person/Positio	n	Year of Training	
Supervisor of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN Other	Special Education Teachers Other

Description of Training	

Lead Person/Position		Year of Training	
Supervisor of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
up to 1 hour	up to 4/year	District Intermediate Unit Other	General Education Teachers Parents Special Education Teachers Other

Description of Train	ing		
Annual Transition Co	nference-Pennsylvania	College of Technolo	gy
Lead Person/Position		Year of Training	
Supervisor of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
6 hours/conference	1	Intermediate Unit	Central Office Administrators Parents Paraprofessionals Special Education Teachers Other

Science of Literacy

Description of Train	ing		
Enhanced Core Read	ing Instruction (ECRI)		
Lead Person/Position		Year of Training	
Principal of Academ	ic Affairs	2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Parent Training

Description of Train	ing		
Parent Local Task Fo	rce		
Lead Person/Position		Year of Training	
Jeff Pelley, IU #17 LTF Liaison		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	1-4	Intermediațe Uniț	Building Administrators Central Office Administrators General Education Teachers

Description of Train	ing		
Office of Vocational	Rehabilitation and Sup	ports Coor	dination Open House
Lead Person/Position		Year of Training	
Special Education Supervisor		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	1/year	District Other	Building Administrators Parents Special Education Teachers Other

IEP Development

Description of Train	ing			
IEP review/revisions	/file review & training	on changes needed	on IEPs in the district	
Lead Person/Position		Year of Training		
Supervisor of Specia	l Education	2025 2026		
Hours Per Training	Number of Sessions	Provider	Audience	
1	1	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other	

Gifted Learners and Differentiated Instruction

Description of Train	ing		
Training in different	iated instruction strate	gies	
Lead Person/Position Special Education Supervisor		Year of Training 2024	
1	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

IEP Compliance

Description of Train	ing	-	
Training in different	ated instruction strate	gies	
Lead Person/Position		Year of Training	
Special Education Su	pervisor	2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Special Education Introduction

Description of Train	ing		
Training in differenti	ated instruction strate	gies	
Lead Person/Position		Year of Training	
Special Education Su	pervisor	2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Signatures & Affirmations Approval Date 2022-06-14

Uploaded Files

WASD Affirmation Statement 2022.pdf

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x 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 Alanna R. Huck Date 2022-10-06