

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 266

School District Total Student Enrollment 1437

Percent of Students Receiving Special Education 18.5

Steering Committee

Name	Position/Role	Building	Email
Dr. Brenda Freeman	Superintendent	Wellsboro Area SD	bfreeman@wellsborosd.org
Karen Farrer	Director of Special Education	Wellsboro Area SD	kfarrer@wellsborosd.org
Steven Adams	Building Principal	Don Gill El Sch	sadams@wellsborosd.org
Dr. Ben Largey	Other	Wellsboro Area SD	blargey@wellsborosd.org
Jacob Rogers	Other	Wellsboro Area SD	jrogers@wellsborosd.org
Jessica Witmer	Special Education Teacher	Rock L Butler MS	jwtmer@wellsborosd.org
Rhoda Mann	Other	Charlotte Lappla El Sch	rmann@wellsborosd.org
Glenda Aldinger	Parent	Wellsboro Area SD	laldinger@frontier.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
Rebecca Charles	Board Member	Wellsboro Area SD	rcharles@wellsborosd.org
Christopher Gastrock	Board Member	Wellsboro Area SD	cgastrock@wellsborosd.org
Jessica Gay	General Education Teacher	Don Gill El Sch	jgay@wellsborosd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

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)

Indicator not flagged at this time.

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

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

Discrepancy Model

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

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)
There are no 1306 facilities located within the Wellsboro Area School District.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
There are no 1306 facilities located within the Wellsboro Area School District (WASD). WASD works with the placement facility and the host district through IEP meetings to determine that the student's educational program is implemented within the Least Restrictive Environment while attending the 1306 facility. WASD makes every effort to participate in meetings with the 1306 facility and host district when transition back to WASD is determined appropriate so that supports are in place when the student returns.

Incarcerated Students Oversight

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

Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Tioga County Prison	Prison	District	0

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). Should WASD have students whom are incarcerated and are in need of specially designed instruction in this facility, WASD would work collaboratively with the prison 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

1. 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 77.9% 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 16.4% higher than the state rate of 61.5%. A total of 5.4% of WASD students receiving special education are educated inside the regular class less than 40% of the day. This rate is 4.2% lower than the state rate of 9.6% and an improvement of 2.8% when compared to previous year's data. 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 4.8%.

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) is utilized to identify barriers that are interfering with students' academic success and helps students in need access school and county-based services to address mental health and drug and alcohol issues. Members of the SAP team 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, special 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 ensure student success.

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 variety of supplementary aids and services based on individual student needs and as determined by the IEP team. Examples of supplementary aids and services currently being used include collaboration between IEP team members, paraprofessional supports,

modified curriculum, assistive technology, adaptive equipment, sensory supports, social and emotional instruction, individualized behavior supports, providing research based supplemental materials, and environmental adaptations.

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.

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
Academy for Integrated Studies - North	Other		Blast Intermediate Unit 17	Emotional Support	1
Elkland Partial Hospitalization Program	Other	Partial Hospitalization Program	Blast Intermediate Unit 17	Emotional Support	1
Southwood	Licensed Private Academic	Partial Hospitalization Program	Canon-McMillan School District	Emotional Support	0
Clear Vision	Licensed Private Academic		Montgomery Area School District & Blast Intermediate Unit 17	Emotional Support	1
Perseus House	Other	Residential Treatment Program	Erie School District	Emotional Support	1

Community Options	Other		Berwick Area School District	Life Skills Support	1
-------------------	-------	--	------------------------------	---------------------	---

Positive Behavior Support

Date of Approval

2019-10-08

Uploaded Files

Behavior 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.

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 De-escalation 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.

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 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 9-12	Secondary	Full-time (1.0)	03/28/2022 10:26 AM

Building Name		
Wellsboro Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Wellsboro Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.13

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 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support 9-12	Secondary	Full-time (1.0)	03/28/2022 10:19 AM

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 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		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 More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.17

Building Name		
Wellsboro Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 11-12	Secondary	Full-time (1.0)	03/28/2022 10:11 AM

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 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.05

Building Name		
Wellsboro Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.02

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	16 to 19
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 Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 9-11	Secondary	Full-time (1.0)	03/28/2022 10:05 AM

Building Name		
Wellsboro Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.02

Building Name		
Wellsboro Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.3

Building Name		
Wellsboro Area HS		
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	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 9 & 12	Secondary	Full-time (1.0)	03/28/2022 10:02 AM

Building Name		
Wellsboro Area HS		
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	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

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 18
Age Range Justification		FTE %
		0.26

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 20%)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.05

Building Name		
Wellsboro Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support RLBMS 7	Secondary	Full-time (1.0)	03/28/2022 09:30 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)		15
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Rock L Butler MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support RLBMS 6 & 8	Secondary	Full-time (1.0)	03/28/2022 09:25 AM

Building Name		
Rock L Butler MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12

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
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.18

Building Name		
Rock L Butler MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	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
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support RLBMS 5	Secondary	Full-time (1.0)	03/25/2022 11:43 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	Secondary	10 to 11
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 Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support RLBMS	Secondary	Full-time (1.0)	03/25/2022 11:36 AM

Building Name		
Rock L Butler MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.1

Building Name	
Rock L Butler MS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load

Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.04

Building Name		
Rock L Butler MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.17

Building Name		
Rock L Butler MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.04

Building Name		
Rock L Butler MS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills RLBMS	Secondary	Full-time (1.0)	03/25/2022 10:44 AM

Building Name		
Rock L Butler MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.4

Building Name		
Rock L Butler MS		
Support Type		

Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.07

Building Name		
Rock L Butler MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.15

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

	0.08
--	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech DG	Elementary	Full-time (1.0)	03/25/2022 11:38 AM

Building Name		
Don Gill El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 13
Age Range Justification		FTE %
Speech services are grouped so same age peers receive instruction together. Although the entire caseload exceeds the age range, small group instruction does not.		0.57

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech CL RLBMS	Multiple	Full-time (1.0)	03/25/2022 11:38 AM

Building Name		
Wellsboro Area SD		
Support Type		

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		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 receive instruction together. Although the entire caseload exceeds the age range, small group instruction does not.		0.82

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Grades DG	Elementary	Full-time (1.0)	03/25/2022 11:38 AM

Building Name		
Don Gill El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 13
Age Range Justification		FTE %
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.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support DG	Elementary	Full-time (1.0)	03/25/2022 11:38 AM

Building Name		
Don Gill El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
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.		0.06

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	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
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.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support DG 3-4	Elementary	Full-time (1.0)	03/25/2022 11:38 AM

Building Name		
Don Gill El Sch		
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	Elementary	9 to 10
Age Range Justification		FTE %
		0.2

Building Name		
Don Gill El Sch		
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	9 to 10
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support DG 2-3	Elementary	Full-time (1.0)	03/25/2022 11:38 AM

Building Name		
Don Gill El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support CL	Elementary	Full-time (1.0)	03/25/2022 11:37 AM

Building Name		
Charlotte Lappla El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Charlotte Lappla El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Charlotte Lappla El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.04

Special Education Facilities

Building Name		Room #
Charlotte Lappla El Sch		A23
School Building		Building Description
Elementary		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		
2022-05-13		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Charlotte Lappla El Sch		A24
School Building		Building Description
Elementary		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		
2022-05-13		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Charlotte Lappla El Sch		C-41A
School Building		Building Description
Elementary		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		
2022-05-13		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Don Gill El Sch		024
School Building		Building Description
Elementary		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		
2022-05-13		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Don Gill El Sch		132
School Building		Building Description
Elementary		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, 5 inches	970sqft	34
Implementation Date		
2022-05-13		

Uploaded Files

5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Don Gill El Sch		013
School Building		Building Description
Elementary		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		
2022-05-13		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Rock L Butler MS		302
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 8 inches x 21 feet, 5 inches	763sqft	27
Implementation Date		
2022-05-13		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Rock L Butler MS		217
School Building		Building Description
Middle		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		
2022-05-13		

Uploaded Files

8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Rock L Butler MS		Shared Use Lab
School Building		Building Description
Middle		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		
2022-05-13		
Uploaded Files		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Rock L Butler MS		307
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 10 inches x 21 feet, 6 inches	834sqft	29
Implementation Date		
2022-05-13		
Uploaded Files		

10 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Rock L Butler MS		306
School Building		Building Description
Middle		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		
2022-05-13		

Uploaded Files

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #
Wellsboro Area HS		119
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 22 feet, 7 inches	666sqft	23
Implementation Date		
2022-05-13		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Wellsboro Area HS		120
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 5 inches x 28 feet, 6 inches	781sqft	27
Implementation Date		
2022-05-13		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Wellsboro Area HS		165
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 3 inches x 29 feet, 11 inches	456sqft	16
Implementation Date		
2022-05-13		

Uploaded Files

14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Wellsboro Area HS		200
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 3 inches x 26 feet, 5 inches	719sqft	25
Implementation Date		
2022-05-13		
Uploaded Files		

15 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Wellsboro Area HS		111
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 11 inches x 29 feet, 4 inches	760sqft	27
Implementation Date		
2022-05-13		
Uploaded Files		

16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Wellsboro Area HS		163
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 29 feet, 4 inches	762sqft	27
Implementation Date		
2022-05-13		

Uploaded Files

17 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Wellsboro Area HS		206
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2022-05-13		
Uploaded Files		

18 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Wellsboro Area HS		157
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 8 inches	830sqft	29
Implementation Date		
2022-05-13		
Uploaded Files		

19Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

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			
Students diagnosed with Autism will receive a continuum of services offered by the district with staff being trained to meet their individual needs. The teachers and paraprofessionals servicing students with Autism will receive training to help enhance the learning to help ensure that they are using best practices in servicing students with Autism. Training will include, least restrictive environment, behavioral strategies/modifications, curriculum adaptations, supplementary aids and services, best practices for supporting students with Autism.			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
QBS: Training will be on Quality Behavior Solutions (QBS). This will be to maintain a low number of restraints and continue to minimize the number of restraints for all students including students that are receiving special education services. This training will teach both verbal de-escalation strategies and physical interventions. Physical interventions will only be used at times that a student is a danger to himself/ herself or others.			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2027	
Hours Per Training	Number of Sessions	Provider	Audience
7 hours/ training day	1-5	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
All district paraprofessionals will maintain highly qualified status and meet the requirement of 20 hours of annual training. The training will be a combination of in-person professional development at the district, through the IU, and online trainings through Vector.			
Lead Person/Position			Year of Training
Supervisor of Special Education			2022-2027
Hours Per Training	Number of Sessions	Provider	Audience
up to 6.5 hours	Number of sessions to equal 20 hours annually.	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
Review of transition planning resources/development of transition plans for secondary students			
Lead Person/Position			Year of Training
Supervisor of Special Education			2022-2027
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN Other	Parents Special Education Teachers Other

Description of Training
Student specific transition staffing/council meetings

Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2027	
Hours Per Training	Number of Sessions	Provider	Audience
up to 1 hour	up to 4/year	District Intermediate Unit Other	Central Office Administrators Parents Special Education Teachers Other

Description of Training			
Annual Transition Conference-Pennsylvania College of Technology			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2027	
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 Training			
ELA science of reading and applying research-based instructional strategies and interpreting data to meet the needs of our diverse learners.			
Lead Person/Position		Year of Training	
Principal of Academic Affairs		2022-2027	
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 Training			
Parent Local Task Force			
Lead Person/Position		Year of Training	
Jeff Pelley, IU #17 LTF Liaison		2022-2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	1-4	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

IEP Development

Description of Training			
IEP review/revisions/file review & training on changes needed on IEPs in the district			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

			Other
--	--	--	-------

Signatures & Affirmations

Approval Date

Uploaded Files

- 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

Date

