

Conrad Weiser Area SD  
**Special Education Plan Report**  
07/01/2016 - 06/30/2019

# District Profile

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## Demographics

44 Big Spring Rd  
 Robesonia, PA 19551  
 (610)693-8545  
 Superintendent: Randall Grove  
 Director of Special Education: Edward J. Skoczen Jr.

## Planning Committee

Name	Role
Michelle Diamond	Elementary School Teacher - Regular Education : Professional Education Special Education
Bobby Dunmoyer	High School Teacher - Special Education : Special Education
Lindsay Estrada	High School Teacher - Special Education : Special Education
Jessica Head	Elementary School Teacher - Special Education : Special Education
Linda Schneider	Elementary School Teacher - Regular Education : Special Education
Edward J. Skoczen Jr.	Administrator : Special Education
Bonnie Ulrich	Community Representative : Special Education
Jodi Voletto	Parent : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 545

### *Identification Method*

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

The district uses a process that rules out lack of exposure to appropriate reading and math instruction as the cause of academic difficulties. In addition, the district determines the extent to which the child has responded to core and remedial academic instruction. The district implements a tiered system of interventions at each building that specifically targets students' deficit areas of ability. When lack of exposure is ruled out and the student has not responded to the remedial or tiered levels of intervention and instruction, norm-referenced tests of intelligence and achievement are utilized. Building level data teams comprised of administrators, regular educators, special educators and specialists are in place and meet monthly to review individual student data and performance measures based on assessments administered by the district. A comparative analysis of cognitive ability and achievement is made. Weaknesses that correspond to classroom performance are noted. The student is then identified as having a specific learning disability in the affected areas. This tiered level of interventions was proposed in the previous special education plan (2013) and is being implemented as a form of RtII. Teachers and other building level staff who are part of the data team review meetings as well as the staff who implement the intervention strategies have participated in formal trainings and professional development sessions focused on analyzing data for intervention and instructional purposes.

### *Enrollment*

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

The significant disproportionality in the LEAs identification of students identified as OHI has been a focus for a couple of years. As stated in the previous plan, this disability classification has increased more dramatically than other areas of exceptionality mostly as a result of increased diagnoses of mental health issues and related areas of need such as ADHD/ADD which have impacted a students' ability to participate in the public school setting without accommodations and support.

The district will continue to make a concerted effort to address the issue in the coming years by implementing the following strategies:

- 1) Collaborative regular education and special education behavior teams to review students in need of support and implement/review plans prior to referrals being made
- 2) Work with psychologists as a team to review final evaluation results and discuss possible alternate recommendations (i.e 504 plans)
- 3) Monthly student progress and review meetings to discuss continued eligibility and need for an IEP and possible move to a 504
- 4) Building level team meetings to discuss instructional strategies and differentiation techniques that support students with possible attentionality and mental health issues.
- 5) District wide counseling services for students identified with mental health issues as the primary means of support (recently implemented)

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The District does have two non-resident facilities of students within the district borders. The District has a working relationship with both facilities/programs and actively provides educational services for special education students who are residing within those facilities. The District publicly distributes through hard copy and website information annually child find information and the annual public notice as required by law.

The District contracts services with qualified District staff to provide on-site instruction where necessary and involves designated facility. All other non-residential students attend the District Schools and are afforded FAPE according to the state and federal guidelines for the provision of educational services for special needs students.

The District currently does not identify any barriers or problems in meeting obligations under Section 1306.

### *Incarcerated Students Oversight*

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

The district works jointly with the Berks County Intermediate Unit, the initial contact and most often the primary line of communication with and juvenile correction institution, detention center, or adjudicated placement facility. Other such facilities outside the county boundaries contact the Conrad Weiser Special Education Office as needed to coordinate necessary educational services for students who are placed in their programs but reside in the LEA's district. Contact with the last known educational placement is made, and school records are requested to assist in programming. Any necessary evaluation or re-evaluation is performed as required by law and an appropriate program is developed and provided as per IDEA.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Procedures that assure children with disabilities are educated with non-disabled children include: district-wide staff development on the topic of differentiated instruction; instructional support and remediation programs at the pre-referral level. Tiered intervention strategies are also part of the district's programming across all grade levels. Accommodations and program modifications are implemented to ensure maximum participation.

In each of the district's elementary schools where most of the initial identifications for special education occur, pre-referral interventions, including remedial instruction both inside and outside the classroom, are provided. Classroom teachers differentiate instruction in order to assist the struggling learner. Title One staff support teachers and students within the classroom as well as work with small groups of students outside the classroom. The LEA has implemented several co-taught classrooms at the K- 8 levels as well as a hybrid model of learning at the 5th and 6th grades that include all students identified and participating in special education programming. The hybrid model will be extended to the 7th and 8th grades in the coming years.

After eligibility for special education services is established, IEPs are developed that maximize the time spent in general education classrooms. Special education classrooms are used simply for the time direct instruction needs to be delivered. Additionally, there is the availability of a resource room at both the middle and high school buildings. The resource rooms are staffed with certified

teachers throughout the entire school day to accommodate student needs and SDI's as required. Support from special education teachers and paraeducators may be provided in the general education classroom. Availability of therapeutic staff support workers supplied by community agencies also support children in their general education classrooms.

The district has provided and will continue to provide training in the following areas:

- Progress Monitoring (AIMSweb)
- Assessing student progress in the general education setting using CBA's
- Effective instruction through Direct Instruction programs
- Implementing SDI's in the general education setting
- Adapting and modifying curriculum in the classroom
- Effective co-teaching practices including increased co-taught teaching models

Current Programs and Services that Supplement Primary Instruction and assist in student's ability to participate in general education setting include:

Pediatric Therapeutic Services	Provides occupational and physical therapy
Pediatric Therapeutic Services	Sensory Integration Training
BCIU	Personal care aide/job coach
BCIU	Provides direct services and training in behavioral support and planning
BCIU	Itinerant visual support teacher
BCIU	Orientation and mobility specialist
BCIU	Interpreter
BCIU	Itinerant hearing support teacher
BCIU	Social worker
BCIU	Provides assistive technology support
School District	Ongoing team assessment of barriers to accessing general education (SaS Toolkit)
School District	Differentiated instruction/AIMSWeb Progress Monitoring
School District	Testing accommodations
School District	Preferential seating
School District	Social skills instruction
School District	Individualized paraprofessional support
School District	Recordings for the blind and dyslexic
School District	Kurzweil Reader

#### Indicator 5 Data Analysis:

The LEA has met each of the Indicator 5 targets as documented and reported in the the most recent (Spring 2015) Cyclical Compliance Monitoring and reviewed by the BSE.

### *Behavior Support Services*

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

As required by and in accordance with IDEA and Chapter 14, the Conrad Weiser Area School District Behavior Support Policy contains all relevant components to include a general policy statement, principles in developing appropriate behavior plans, identification of inappropriate techniques and positive techniques and general guidelines for following behavioral support interventions. Included in the policy is a four-tier level system from least intrusive to most intrusive behavioral interventions and corresponding guidelines for implementation of each level.

Conrad Weiser Area School district regularly has staff (teachers, guidance personnel, nursing staff, and administrators) participate in the ongoing behavior intervention and team training conducted through the BCIU. These sessions are attended at least annually, and follow-up sessions are conducted to update and revise practices currently in place.

"Safety Care" training, an intensive three day crisis prevention training program is provided for all district

paraprofessionals and teachers who are involved with students with emotional or behavior issues. Transportation aides are also participants in this training. Re-certification is provided annually.

Our district utilizes two staff as itinerant teacher consultants and coordinate the primary means of behavioral support for the district. They assist in the development of plans and data collection processes in assessing and monitoring of behaviors. A contracted social worker (working on ABA certification) is also part of this process.

Behavior team meetings are scheduled bi-weekly to address student behavior concerns and review/revise existing behavior plans.

Both consultants serve as continuous team members on the team training sessions.

Teaching staff are also exposed to periodic follow-up training by CWASD staff to reinforce behavioral support policies and interventions.

These trainings involve the paraprofessional staff as well when appropriate.

The LEA implements a self-contained emotional support program, Weiser Decisions, for students with significant behavioral issues. A handbook that includes behavioral support policies at Decisions is available and aligned with the district-wide behavior support policy.

Departmental meetings are currently held at each building level on a monthly basis to review, among other issues, student-related behavior concerns. Individual follow-up is then conducted with the tracking teachers by the itinerant consultants to assist in writing of behavioral goals and/or developing PBSPs..

The district has successfully integrated the A-B-C-C behavior plan format into the IEP document and has regularly used the formal FBA process to initiate the overall positive behavior support plan process.

The school district is regularly involving the BCIU TaC staff in the active phase of these models through their assistance and direct participation in developing FBA's to include data collection and tool development, development of an actual plan, monitoring the plan and revising where necessary. The models also include the implementation of the Manifestation Determination worksheet when required.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

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

Conrad Weiser does not experience gaps in the continuum of special education programs and services. The district has not experienced difficulty ensuring FAPE to any individual students or any particular disability categories. The LEA has also established working relationships with neighboring school districts for tuition placements if necessary for specific or hard to place exceptionalities or programs (i.e. VBI class for student with autism).

If there were a hard-to-place student, contact would be made with the intermediate unit representative on the Interagency Children's Team as well as the CASSP coordinator. In this manner the school district would enlist the assistance of community agencies and providers in locating and securing services for students and their families.

The district will continue to maintain relationships with the intermediate unit, neighboring school districts, private schools, and agencies in the community to serve hard-to-place students and the



LEA provides the same service to reciprocate (i.e. Weiser Decisions Program).

The district two years ago opened an elementary autistic support class (the first for the district) and this year a Life Skills Support class (again, a first for the district) to expand the continuum of services available to students in the district.

The LEA also utilizes private programs/facilities as needed and determined with full team input and through the IEP meeting process.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Most recently the district has implemented a hybrid learning model at the middle school (grades 5- 8). The model promotes an independent, collaborative and direct instruction method of instruction. Co-taught classrooms are also a direction the district is increasingly incorporating into its instructional model. Additional strengths of the Conrad Weiser special education program is the direct instruction curriculum, in the language arts and math areas of instruction that is used elementary through high school levels. Additionally the LEA continues to add Wilson trained and certified staff to provide an even more expansive option of instructional methods as needed. Related to this is the commitment to ongoing staff development in knowledge and delivery of that curriculum.

A continued and ongoing strength of the Conrad Weiser special education program comes from the district's support of transition activities by providing a full-time transition coordinator to provide transition services to students aged 14 and older. With a full-time position, the district provides: comprehensive transition assessment for students; a large variety of community-based opportunities; a close, supportive working relationship with the career and technology centers resulting in increased enrollment and success in the programs; active collaboration with numerous adult service providers, post-secondary education programs, vendors, and other special educators in the county; and successful integration of special education students into the county technical school settings

Also a strength of the district is the availability of a full-time emotional support program, Weiser Decisions, a highly structured academic and behavior support program operated by the school district in a separate facility for students who have not been able to be successful in a regular school. The program provides an intense focus on modifying student behavior through individualized behavior plans with the intent of reintegrating the students back into the regular school setting. This program also receives tuition students from neighboring districts.

As mentioned previously, and despite budgetary constraints, the district has opened an autistic support class and a life skills support classroom to expand its continuum of services.

# Assurances

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## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Bethany Children's Home	Nonresident	Conrad Weiser School District	22

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Tulpehocken Area School District	Neighboring School Districts	LSS	6
Vista School	Approved Private Schools	AS	5
Wilson School District	Neighboring School Districts	AS	1
Wilson School District	Neighboring School Districts	MD	1
Wilson School District	Neighboring School Districts	LSS	1
New Story	Special Education Centers	ES	4
Kidspace National Centers	Other	ES	5
Devereux Learning Center	Special Education Centers	AS	1
BCIU	Other	LSS	1
NHS Autism School	Other	AS	1
Janus School	Special Education Centers	AS	6
Lancaster/Lebanon IU	Neighboring School Districts	MD	1
Green Valley Academy	Special Education Centers	AS	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* February 16, 2016

*Reason for the proposed change:* Plan Update

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW West	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	18	1

**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Special Ed Plan Update**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW West	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	19	1

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 1, 2015*Reason for the proposed change:* Reclassified position**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW West	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	10	1

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 1, 2015*Reason for the proposed change:* New classroom**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW East	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	10	1

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

*Implementation Date:*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW East	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1

**Program Position #6**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* January 1, 2016

*Reason for the proposed change:* New Class

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW East	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 9	8	1

**Program Position #7**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW East	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	20	1

**Program Position #8**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* February 16, 2016

*Reason for the proposed change:* Update for Special Ed Plan

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW West	An Elementary	A building in which General	Itinerant	Speech and Language	5 to 8	35	1

	School Building	Education programs are operated		Support			
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**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW East	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 10	29	1

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW MS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 13	28	1

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW MS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 13	18	1

**Program Position #12***Operator:* School District**PROGRAM DETAILS**

Type: Position

Implementation Date: September 1, 2015

Reason for the proposed change: Update for Special Ed Plan

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW MS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	33	1

**Program Position #13**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW MS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	15	1

**Program Position #14**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update Special Ed Plan

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW MS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	13	1

**Program Position #15**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW MS	A Middle	A building in	Supplemental	Learning	11 to	12	1

	School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	12		
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**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW MS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	12	1

**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW MS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	15	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW MS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	15	1

**Program Position #19***Operator:* School District**PROGRAM DETAILS**



Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW MS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	13	1

**Program Position #20**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW MS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	16	1

**Program Position #21**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW HS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	18	1

**Program Position #22**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: September 1, 2015

Reason for the proposed change: Update for Special Ed Plan

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW HS	A Senior	A building in	Supplemental	Emotional	16 to	18	1

	High School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	19		
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**Program Position #23***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW HS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	19	1

**Program Position #24***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW HS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	38	1

**Program Position #25***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW HS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	42	1

**Program Position #26***Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW HS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	17	1

**Program Position #27**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW HS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1

**Program Position #28**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW HS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	18	1

**Program Position #29**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW HS	A Senior High	A building in which General	Supplemental (Less Than 80%)	Learning Support	17 to 19	19	1

	School Building	Education programs are operated	but More Than 20%)				
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**Program Position #30***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW HS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	17	1

**Program Position #31***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW Decisions	A Senior High School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18	8	1

**Program Position #32***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW Decisions	A Senior High School Building	A special education Center in which no general education programs are	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18	9	1

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**Program Position #33***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW Decisions	A Senior High School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18	7	1

**Program Position #34***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW HS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	5	1

**Program Position #35***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
CW MS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 13	10	1

### Special Education Support Services

Support Service	Location	Teacher FTE
Director Of Special Education	CWASD	1
Psychologist	CWASD	1
Psychologist	CWASD	1
Paraprofessionals	CWASD - All buildings	34
Transition Coordinator	CWASD - MS/HS	1
Transportation Aides	CWASD	8
Secretary	CWASD - Special Education Office	1
Access Coordinator	CWASD - Special Education Office	1
Secretary	CWASD - Special Education Office	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Psychologist	Outside Contractor	30 Hours
Occupational Therapist	Outside Contractor	10 Hours
Occupational Therapist	Outside Contractor	10 Hours
Physical Therapist	Outside Contractor	4 Hours
Psychologist	Outside Contractor	8 Hours
Social Worker	Outside Contractor	5 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>Ongoing professional development and training for staff in the implementation of programs and services for students on the autism spectrum continues to be a high priority for the CWASD.</p> <p>The LEA has staff participate in local (BCIU) and other professional workshops offering strategies for educating student on the autism spectrum. The LEA will offer two half day sessions per year for professional development provided to targeted staff who work and support our autistic support population.</p> <p>Additionally the LEA will coordinate annual visits to other autistic support classes in neighboring districts to observe and generate new practices for LEA classrooms.</p> <p>Monthly staff meetings in the district will periodically offer an agenda focused on these instructional strategies as new information becomes available.</p>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	6
<b>Provider</b>	BCIU; LEA; PaTTAN
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers,</b>	Enhances the educator's content knowledge in the area of the

<p><b>school counselors and education specialists</b></p>	<p>educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p><b>Training Format</b></p>	<p>Series of Workshops Offsite Conferences</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>



<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p>
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## Behavior Support

<b>Description</b>	<p>As required by and in accordance with IDEA and Chapter 14, the Conrad Weiser Area School</p> <p>District Behavior Support Policy contains all relevant components to include a general policy statement, principles in developing appropriate behavior plans, identification of inappropriate techniques and positive techniques and general guidelines for following behavioral support interventions. Included in the policy is a four-tier level system from least intrusive to most intrusive behavioral interventions and corresponding guidelines for implementation of each level. Special education and regular education staff are also Safety-Care certified and are required to maintain their certifications.</p> <p>Conrad Weiser Area School district regularly has staff (teachers, paraeducators, guidance personnel, nursing staff, and administrators) participate in the ongoing behavior intervention and team training conducted through the BCIU and PaTTAN and documentation of attendance is maintained</p>
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in the Special Education Office. These sessions are attended at least annually, and follow-up sessions are conducted to update and revise practices currently in place.

Our district utilizes both itinerant teacher consultants and school psychologists as the primary means

of behavioral support for the district. They assist in the development of

plans and data collection processes in assessing and monitoring of

behaviors. Behavior team meetings are scheduled bi-weekly to address student behavior

concerns and review/revise existing behavior plans.

Both consultants serve as continuous team members on the team training

sessions. BCIU BCBA staff are contracted as needed for consult and support.

Teaching staff are also exposed to periodic follow-up training by

CWASD staff to reinforce behavioral support policies and interventions.

The CWASD also implements a self-contained emotional support program, Weiser Decisions,

for students with significant behavioral issues. A handbook that includes

behavioral support policies at Decisions is available and aligned with the

district-wide behavior support policy.

Behavior team meetings are currently held at each building level on a

	<p>monthly basis to review, among other issues, student-related behavior concerns. Individual follow-up is then conducted by caseload managers and by the itinerant consultants to assist in writing of behavioral goals and/or developing PBS plans.</p> <p>The district has successfully integrated the A-B-C-C behavior plan format into the IEP</p> <p>document and has regularly used the formal FBA process to initiate the overall positive behavior support plan process.</p> <p>The school district is regularly involving the BCIU TaC staff in the active phase of these models through their assistance and direct participation in developing FBA's to include data collection and tool development, development of an actual plan, monitoring the plan and revising where necessary. The models also include the implementation of the Manifestation Determination worksheet when required.</p> <p>The district now employs a contracted social worker/behavior specialist who facilitates student behavior support groups as well as teacher training.</p> <p>Training sessions listed will be conducted on an annual basis throughout the term of this plan.</p>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019

<b>Program Area(s)</b>	Special Education
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### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	10
<b>Provider</b>	BCIU. PaTTAN; CWASD
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>

<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Review of data charts and behavior tracking
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Classroom student assessment data

## Paraprofessional

<b>Description</b>	Annually the paraprofessional staff will participate in the following:  1) New staff will complete the BCIU Paraeducator Academy  2) Veteran staff will accumulate no less than 20 hours of professional development in and outside of the district  3) Monthly professional development workshops will be held on topics of interest that will come from survey results given to the para staff  4) Participation in in-service day workshops throughout the school year as applicable to their job responsibilities
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	35
<b>Provider</b>	BCIU and CWASD
<b>Provider Type</b>	IU

<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>

<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey
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## Reading NCLB #1

<b>Description</b>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Monthly special education staff meetings, Act 80 and In-service day trainings.</p> <p>Training sessions using various formats as describe above will be conducted on an annual basis throughout the implementation of this plan.</p> <p>Other instructional models and practices will be implemented over the life of this plan to include traditional methods and DI strategies as well as new hybrid models of instruction that utilize technology based methods of instruction.</p> <p>In addition to the primary annual training sessions for grade level staff and gradual implementation of new the hybrid model, periodic mini-workshops will be held to review progress and implementation of the new practices.</p> <p>Special education staff (professional and paraprofessional) record numerous hours of additional training annually focused on other reading interventions and direct instruction practices that are logged in the special education office annually.</p> <p>A semi-annual parent workshop will be conducted to demonstrate instructional practices and programs available to students with disabilities.</p>
<b>Person Responsible</b>	Director of Special Education; Principals
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Professional Education, Special Education, Educational Technology

## Professional Development Details

<b>Hours Per Session</b>	6
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	6
<b>Provider</b>	BCIU and District Staff
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No

<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>



<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p>

## Transition

<b>Description</b>	<ol style="list-style-type: none"> <li>1) LEA Transition Coordinator will participate in joint BCTC/Transition Coordinator monthly meetings</li> <li>2) Transition Coordinator will participate in BCIU BCTCC meetings as scheduled</li> <li>3) Attend BCIU and PaTTAN facilitated workshops and professional development</li> <li>4) Professional staff will receive monthly reports and updates regarding transition services during staff meetings</li> <li>5) Two workshops (minimum) per year for staff who are responsible for transition age services focused on goal writing, assessments and transition planning in the IEP</li> <li>6) One annual Transition Workshop for parents to be held in district on the services and programs offered to transition age students</li> </ol>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2016

<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	15
<b>Provider</b>	BCIU; LEA
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Other educational specialists</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Joint planning period activities</p> <p>Ongoing collaboration, scheduled planning sessions and guidance with BCIU staff who support district transition coordinators</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Transition Information Portfolio; Student Surveys; Parent Surveys</p>

# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*