

Washington SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

311 Allison Ave
 Washington, PA 15301-4272
 724-223-5112
 Superintendent: James Konrad
 Director of Special Education: Carla Herrnberger

Planning Committee

Name	Role
Carla Herrnberger	Administrator : Professional Education Special Education
James Konrad	Administrator : Professional Education Special Education
Robert Mihelcic	Administrator : Professional Education Special Education
Robert Adkins	Community Representative : Professional Education Special Education
Keri Griffith	Elementary School Teacher - Special Education : Special Education
Kristine Makar	Elementary School Teacher - Special Education : Special Education
Kelly Ryburn	High School Teacher - Regular Education : Professional Education Special Education
Denise Bird	High School Teacher - Special Education : Professional Education Special Education
William Todd	Middle School Teacher - Special Education : Professional Education Special Education
Nichole Savage	Parent : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 321

Identification Method

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

The Washington School District utilizes the discrepancy model for identifying students with specific learning disabilities. Referrals are accepted from students, parents, teachers, agency personnel and/or administrators. The team completes a full review of student achievement, student ability, social-emotional/behavioral history, classroom observations, parent input and teacher input in order to determine the need for a multi-disciplinary assessment by the psychologist. Students in the Washington School District are actively involved in the multi-disciplinary team approach and are identified based on the child's specific needs. If this more intensive support does not result in increased achievement, the student is then referred for a multi-disciplinary assessment to the School Psychologist. The multi-disciplinary assessment includes psychological and achievement testing. The District uses this process to analyze student strengths and needs and to determine if the student has a severe discrepancy between intellectual ability and academic achievement relative to age or grade. An evaluation team administers tests of intelligence to determine the student's IQ as well as norm referenced tests of academic achievement so that the discrepancy between the scores from the two measures can be appraised. The evaluation team utilizes the statistical and technical information provided by the test developers to calculate significant statistical differences (.01 probability level) between intellectual ability and actual achievement. The District further recognizes that the existence of an ability-achievement discrepancy is not sufficient to determine eligibility. The evaluation team also documents the extent to which the student's achievement is discrepant from age or grade. In the Washington School District, in order for a student to be identified as a student with a specific learning disability, the student must not only display a significant discrepancy in pattern of scores but must also be achieving below age or grade level. The discrepancy between the student's innate ability and achievement levels are determined by the data.

The district also assesses and documents exclusionary criteria as set forth in federal and state regulations including: vision/hearing/motor problems, intellectual disability, emotional disturbance, cultural/environmental issues, limited English proficiency, and lack of appropriate instruction by qualified personnel.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

According to the most recent Penn Data report (2018-19) Washington School District shows significant disproportionalities for the Percent of Intellectual Disability (Mental Retardation). According to the Special Education Data Report from 2018-19, the district's overall percentage of students with disabilities is 22.2% compared to the state percentage of 17.3%. Washington School District attributes this difference to the fact that our district houses the jail, numerous support agencies, transient population, and a high percentage in two of the historically underachieving categories.

In addition, the growth of the gas and oil industry has introduced a new population of students from outside of Pennsylvania, many of whom are in need of special education services. Students with Emotional Disturbance (10.7% vs. 8.5%) is higher than the state average. In all other disability categories, Washington School District is below the state average with the exception of Students with Speech or Language Impairment (16.9% vs. 14.3%). These higher percentages are due to the poverty, incarceration, and economic status of the community. Washington is the county seat with multiple mental health and assistance agencies. We host several shelters and have three low income housing developments (Jollick Manor, Lincoln Terrace and Maple Terrace).

To improve the significantly disproportionate areas noted above the district has implemented an MTSS model in grades K-8. In grades 9-12 the district has implemented academic support classes which are designed as a resource or remediation period. Also, in grades 7-12 the district has implemented a Check-and-Connect program which is a mentoring intervention program for students with attendance, achievement and behavior issues.

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?

1. Washington School District has group home facilities within the district. Once a student enters into the group home the ISP (Individual Student Plan) review meeting, including a district representative, occurs within the required time line. The student and their advocates and/or agency supports are included in the planning process. The plan implemented for the student with

disabilities are followed for students in group homes. There are no educational services provided at the facility. All students are registered and enrolled in the Washington School District within 5 days as required by state and federal regulations.

2. Washington School District provides Free and Appropriate Public Education to all students with disabilities. Least Restrictive Environment is determined by the IEP team. Students with disabilities are assessed and placed in classes according to their level of ability or age appropriateness. The Washington School District has an enrollment registrar and has enrollment procedures. District staff are reminded yearly of the process. For all new students, the guidance office contacts the previous school district for records. At the same time, Washington School District Special Education Office contacts each special education office in the previous district to ensure that all records were sent from the sending district. On several occasions, the sending school building had not provided special education records. By having the Special Education office follow up the District can better ensure that all services are provided to newly enrolled students. Special Education staff ensure that each student is enrolled within 5 business days and receive FAPE. IEPs are adopted upon enrollment and new NOREPS are issued. All decisions are made through the IEP team process.

3. At this time, the only barrier to meeting the school obligation is the amount of time it takes the agencies to notify the district of a new student. Washington School District are able to successfully meet the obligations under Section 1306 of the Public School Code.

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's annual public notice is published in the local newspaper and on the district's website thereby making the community members aware of the available screenings and services offered by the school district. When a responsible party (parent, guardian, legal representative) requests an evaluation for a student residing in the Washington School District, the district conducts such an evaluation within 60 days to determine eligibility and whether or not the team should proceed with the identification of special education services.

The Washington School District supplies educational resources and teachers for students identified who are placed in the jail, regardless of students home school district. When a student with a disability enters the jail, the Washington School District is notified by the jail's Treatment Supervisor of school age students' enrollment. The student(s) are offered the option of getting a GED through the Washington County Jail Program or completing their diploma through Washington School District. If the student chooses to complete their diploma, the timelines necessary for their RR / IEP paperwork are followed under IDEA and FAPE along with programming designed to meet their needs. The Washington School District's Special Education Department works with sending districts to correspond data and educational documentation to facilitate the graduation process. When the Washington School District is made aware that a student with a disability has been incarcerated outside of the city, the Special Education Department contacts the correctional facility to ensure the appropriate educational program is implemented for the student's academic success.

When the district receives Determination of District Residence for Students in Facilities and Institutions (Forms 4605) the district verifies the family's residency then signs and returns the form. This form helps to expedite the contact with the institution regarding academic programming.

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.

Washington School District provides Free and Appropriate Public Education to all students with disabilities. Least Restrictive Environment is determined by the IEP team. Students with disabilities are assessed and placed in classes according to their level of ability or age appropriateness. The district supports the co-teaching model of delivery wherever possible, while also providing targeted services for academic support. The elementary along with the secondary school includes students with disabilities into the general education classes in order to meet their Least Restrictive Environment. Special educators provide resource services for academic support. The elementary and secondary students are supported by both tracking teachers and content specific support teachers to ensure their progress. In the event that students are placed out of the district, the LEA attends all meetings in person or by phone and encourages the schools to provide integration with general education peers.

Students who are placed out of the district are moved to those placements after assessment data is gathered on the student's educational, emotional, and physical needs. The educational team meets to discuss options and review supports and services currently in place to provide for the student's current needs. A student is not considered for out of district placement until all supports are implemented, reviewed, and onsite determination has proved to be ineffective for that student. If an out-of-district placement is determined, the placement is reviewed regularly, to discuss the option of the student returning to their home school as the student has met with success. The priority is to first serve students in the home school's least restrictive environment.

Successful programs and agency supports which are implemented within the Washington School District include: Big Brothers/Big Sisters, social work services, community mental health agency support within the school, after school support within the community (Lemoyne Multi-Cultural

Center), Elementary After-School Learning Academy, President's Prep, alternative education programming, cyber education programming, work release, community service, transition planning and programming, behavior specialist, school psychologist, Blueprints (tutoring / after school counseling/mentoring programs), Southwest Training Services (transition planning), OVR, CYS, and Washington County Juvenile Probation.

Special Education Data Report - State Performance Plan (SPP) Targets - SE Inside Regular Class 80% or More

Year	LEA	State	SPP/APR Target
2009-2010	WSD rate - 61.4%	State Rate - 57.8%	SPP Rate - 61.0%
Yes			
2010-2011	WSD rate - 68.7%	State Rate - 61.0%	SPP Rate - 65.0%
Yes			
2011-2012	WSD rate - 68.3%	State Rate - 62.2%	SPP Rate - 65.0%
Yes			
2012-2013	WSD rate - 71.8%	State Rate - 62.1%	SPP Rate - 65.0%
Yes			
2013-2014	WSD rate - 65.8%	State Rate - 62.4%	SPP Rate - 62.1%
Yes			
2014-2015	WSD rate - 59.8%	State Rate - 62.0%	SPP Rate - 62.6%
No			
2015-2016	WSD rate - 56.9%	State Rate - 61.8%	SPP Rate - 63.1%
No			
2016-2017	WSD rate - 56.4%	State Rate - 62.4%	SPP Rate - 63.6
No			
2017-2018	WSD rate - 47.7%	State Rate - 62.0%	SPP Rate - 64.1%
No			
2018-19	WSD rate - 52.4%	State Rate - 61.5%	

Special Education Data Report - State Performance Plan (SPP) Targets - SE Inside Regular Class Less Than 40%

Year	LEA	State	SPP/APR Target
2009-2010	WSD rate - 14.3%	State Rate - 10.5%	SPP Rate - 9.1%
No			
2010-2011	WSD rate - 7.5%	State Rate - 9.6%	SPP Rate - 8.0%
Yes			
2011-2012	WSD rate - 8.5%	State Rate - 9.2%	SPP Rate - 8.0%
No			
2012-2013	WSD rate - 8.7%	State Rate - 8.9%	SPP Rate - 8.0%
No			

2013-2014	WSD rate - 8.6%	State Rate - 8.9%	SPP Rate - 8.9%
Yes			
2014-2015	WSD rate - 12.4%	State Rate - 9.5%	SPP Rate - 8.7%
No			
2015-2016	WSD rate - 9.8%	State Rate -9.5%	SPP Rate - 8.5%
No			
2016-2017	WSD rate - 9.3%	State Rate -9.0%	SPP Rate - 8.3%
No			
2017-2018	WSD rate - 9.3%	State Rate - 9.3%	SPP Rate - 8.1%
No			
2018-2019	WSD rate - 10.2%	State Rate - 9.4%	

Special Education Data Report - State Performance Plan (SPP) Targets - SE in Other Settings

Year	LEA	State	SPP/APR Target
LEA met Target			
2009-2010	No Data - Too Small Of A Group Size		
2010-2011	WSD rate - 7.1%	State Rate - 4.3%	SPP Rate - 3.3%
No			
2011-2012	WSD rate - 8.5%	State Rate - 4.5%	SPP Rate - 3.3%
No			
2012-2013	WSD rate - 7.5%	State Rate - 5.0%	SPP Rate - 3.3%
No			
2013-2014	WSD rate - 9.8%	State Rate - 4.8%	SPP Rate - 4.6%
No			
2014-2015	WSD rate - 10.4%	State Rate - 4.8%	SPP Rate - 4.6%
No			
2015-2016	WSD rate - 13.4%	State Rate -4.9%	SPP Rate - 4.6%
No			
2016-2017	WSD rate - 12.8%	State Rate -4.9%	SPP Rate -4.8%
No			
2017-2018	WSD rate - 10.3%	State Rate - 4.9%	SPP Rate - 4.6%
No			
2018-2019	WSD rate - 7.6%	State Rate - 4.8%	

To assist students with disabilities to be successful in the general education environment, Washington School District provides educational support, paraprofessional support, along with after school tutoring, small group instruction, social work services, individualized specially designed instruction (including modified tests and assignments, extended time, guided notes, multiple interventions for speech, hearing, vision, OT, PT, alternative responses, and assistive technology). Specially designed instruction includes but is not limited to the following based on individualized student needs: verbal prompting/cues, clarify and explain test questions/provide study guide, close proximity to the instructor, clear and concise instructions, multi-sensory approach, sensory diet,

modified assignments/tests/quizzes, frequent breaks, use of multiplication chart/calculator/number line/alphabet/highlighter, multi-sensory approach, vertical writing board, preferential seating, and high interest items during instruction.

Behavior Support Services

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

All staff in the Washington School District have been trained through the QBS Safety-Care Behavioral Safety Training program. This program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety and the possibility of change. Safety-Care provided the tools you need to be safe when working with behaviorally challenging individuals. Using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions and Supports (PBIS), the Safety-Care program provides our staff with strategies for preventing and managing behavioral challenges and teaching replacement behaviors. These strategies are appropriate for individuals experiencing developmental, neurologic, psychiatric and other impairments, Safety-Care promotes a positive reinforcement based approach, and the development of new skills, resulting in fewer restraints. During the 2014-2015 school year, the Washington School District, installed and implemented a comprehensive sensory room at the K-6 building. Students that are in need of sensory input are assigned a time in the room, based on their sensory profile, and an individual, prescriptive sensory diet is developed by trained professionals within the district. Plans are in place to add a sensory room to the Jr/Sr High school for the 2020-21 school year.

Washington School District has partnered with Centerville Clinic and Washington Drug & Alcohol Commission to provide mental health services for our students. The partnership has provided the district with psychiatric availability and counseling. Washington School District is currently in the process of hiring two part-time Mental Health Consultants for additional supports for our students (one at the Park School and one at the Jr/Sr High School).

The Washington School District also has a behavior specialist at Washington Park School, a Dean of Discipline at the Jr/Sr High School and two full-time resource officers (one at each building). The elementary school utilizes SWEPBS, school wide effective positive behavior systems. Students placed in In-School Suspension at Washington Park School must work through the behavioral modules successfully along with classroom discussion before they complete the requirement. There are a variety of modules to meet student needs, including Arguing with Friends, Blaming Others, Bullying, Compliance, Disrespect, Hygiene, Misbehavior during transitions, Verbal Aggression, and Work Completion.

Washington School District has also implemented the following programs within the district:

1. Restorative Practices (i.e, Social-Emotional Learning circles, problem solving, relationship

development, Suite 360 lessons for both students and staff, peer jury, conflict resolution, etc.)

2. E-Colors - Program to help leaders unlock the full potential of their teams. We've studied humans - how they think, interact, perform. Through this work, we have pinpointed eight characteristics of high performing teams. We call them the 8 Essential, E-Colors in Education facilitates onsite professional development on each of the 8 Essentials: Self & Team Awareness, Shared Vision & Values, Clarity of Roles & Processes, Trust, Diversity & Inclusion, Commitment, Accountability, and Learning & Continuous Improvement.

3. Safe2Say Something - Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to "say something" before it is too late. With Safe2Say Something, it's easy and confidential to report safety concerns to help prevent violence and tragedies.

4. ALICE Training and Stop the Bleed Training

Washington School District has SAP teams (Student Assistance Program) in place at both the Park school and at the Jr/Sr High School. Teacher must receive extensive training to be a member of this team. SAP is a K-12 school-based, evidence-informed framework for prevention, early intervention, referral and support for students with needs that may prevent them from fully benefitting from their educational experience. SAP is designed to assist in identifying issues including alcohol, tobacco other drugs and mental health issues which pose a barrier to a student's success.

Washington School District utilizes comprehensive therapeutic emotional support services outside of the district for those students who may require more assistance than what can be provided during their school day.

Washington contracts with Intermediate Unit 1 for social work services. There are currently two social workers employed full time in the district five days a week.

The elementary school utilizes School Wide Positive Behavior Supports (SWPBS) from Kindergarten through 6th grade. The program starts at the beginning of each year and is supported at each grade level. As new teachers are hired, they are trained in the foundations of the SWPBS program.

Students in grades three through six have the opportunity to be involved in the Big Brother/Big Sisters program if selected by their teacher. This program matches students with mentors from the local college.

Washington School District provides Applied Behavior Analysis (ABA) therapy services for students with Autism. Several of the district's teachers and paraprofessionals have been trained in the area of ABA. Practitioners of applied behavior analysis aim to improve socially important behavior by using interventions that are based upon principles of learning theory and that have been evaluated in experiment using reliable and objective measurement. ABA methods are intended to support persons with autism spectrum disorders in many ways:

- * To increase behaviors and to teach new skills
- * To maintain behaviors
- * To generalize or to transfer behavior from one situation or response to another
- * To restrict or narrow conditions under which interfering behaviors occur
- * To reduce interfering behaviors

On 02/18/20 Washington School District adopted the following policy: *SCHOOL BASED DIVERSION PROGRAM/PEER JURY No. 568*

Purpose

The program is built on the principles of Balanced and Restorative Justice (BARJ). It is designed to provide meaningful and remedial methods of dealing with selected student offenders without referral to the Courts. It does not determine guilt or innocence.

Participation in the Peer Jury Program is strictly voluntary for the offender. When the conditions listed above are met, the offender and his/her parents or guardians may elect to attend a hearing before a Peer Jury panel at the scheduled date and time.

At the hearing, the foreman reads the charges, states what the potential sentence could be if the offense was committed by an adult, and summarizes the facts of the case.

The members of the panel question the offender about the offense, school, activities, and other underlying background information. The parent/guardian is also encouraged to participate if they would like but are not required to do so.

The offender and his/her parent or guardians then withdraw while the jury deliberates and fixes appropriate accountability, competency development, and victim restoration recommendations, which are outlined in a contract. If the student agrees to the terms of the contract, they are given a certain amount of time to complete the requested items. Offenders are held accountable for their actions and must reflect on them.

Washington School District

Safe Schools - LEA Report

School Year	Total SD Enrollment	# of Incidents	Total # of Offenders	# of Offenders Special Education
2018-19	1,465	59	65	5 (7.7%)
2017-18	1,466	124	128	30 (23.4%)
2016-17	1,479	163	165	30 (18.2%)
2015-16	1,486	106	111	24 (21.6%)
2014-15	1,489	69	68	22 (32.4%)

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.

Within the school district, there is a continuum of services from itinerant through full-time, depending on the level of need. Multiple supports are available within the school district based on the needs of the students. Out-of-district placements include Intermediate Unit 1 Educational Campus at Laboratory, Western Pennsylvania School for the Blind, Transformation Learning, the Watson Institute, Bethesda Lutheran Services, Trinity High School - Autistic Support, Abraxas, Adelphoi, Western Area Career and Technology Center. In addition, Transition Employment Consultants, a local Washington agency, is used for some part-time and full-time placements for secondary students requiring a customized, non-traditional delivery.

IU 1 provides Autistic Support services at the elementary level for those students who require a more intense structured setting to meet their academic, behavioral, and emotional needs. This program provides an opportunity for students with more severe needs to receive their education in their home school. Another successful partnerships that include our students are the WACTC and TEC, community work experiences, and service learning.

For credit recovery and to meet the changing needs of secondary students, Washington School District offers secondary customized program which incorporates flex schedules and cyber learning opportunities. In addition, the IU1 social worker provides individual and small group sessions to meet the emotional needs of these students. In the 2015-16 school year we implemented a PAES (Practical Application Exploratory Systems) Lab at the secondary building. This lab enables students to gain real world experience in entry level workforce careers. Students in the life skills program at the secondary level participate in the Partners in PE/STARS Program. These program give students the opportunity to work with students of similar disabilities from other districts and partners them with a general education mentor. It was designed to help build self-esteem, increase social skills, and promote equality.

Future programming needs will address transitioning of the elementary students into the secondary building and start more intensive supplemental to full-time services within those classes to meet the needs of the students currently receiving services in the elementary setting.

Assurances

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
Washington County Jail	Incarcerated	Washington County Jail	11

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Intermediate Unit 1 Educational Campus at Laboratory	Special Education Centers	Therapeutic Emotional Support/Multiple Disability Support	14
Western PA School for the Blind	Approved Private Schools	Vision	2
Transformation Learning	Other	ES	3
Transition Employment Consultants (TEC)	Special Education Centers	LS	1
Watson Institute	Special Education Centers	Autistic Support Services/Multiple Disability Support	5
Bethesda Lutheran Services	Other	ES	1
Abraxas Youth Center	Other	ES	1
Western Area Career and Technology Center (WACTC)	Other	AS	1
George Junior Republic	Other	ES	1
MHY Family Services - Longmore Academy	Other	ES	1
MHY Family Services - Longmore Academy	Other	ES	1
Trinity High School (TSD)	Neighboring School Districts	AS	1
Taylor Diversion Program/Forest Area School District	Other	ES	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 20, 2020

Reason for the proposed change: Adjust staffing to meet student needs.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 17	10	0.5
Justification: Due to the disability and with community based vocational training, students are not together within the educational setting beyond the age limits, unless there is an age range waiver in effect.				

Locations:				
Washington Jr Sr High LSS (MR)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 17	7	0.5
Justification: Due to the disabilities and with community based vocational training, students are not together within the educational setting beyond the age limits, unless there is an age-range waiver in effect.				
Locations:				
Washington Jr./Sr. High LSS (MR)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 20, 2020

Reason for the proposed change: Adjust staffing to meet student needs.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	10	0.5
Justification: Due to being in a secondary building, the students are not scheduled together outside of the required age range.				
Locations:				
Washington Jr Sr High LS (JD)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	10	0.5
Justification: Due to being in the secondary building the students are not scheduled together outside of required age range.				
Locations:				
Washington Jr Sr High LS (JD)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 20, 2019

Reason for the proposed change: Adjust staffing to meet student needs.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 19	25	0.5
Justification: Because this is a secondary setting, the students are not grouped per period outside of the				

required age range.				
Locations:				
Washington Jr Sr High (JG)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 19	10	0.5
Justification: Because this is a secondary setting, the students are not grouped per period outside of the required age range.				
Locations:				
Washington Jr Sr High (JG)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: Due to being in a secondary building, the students are not scheduled together outside of their required age range.				
Locations:				
Washington Jr Sr High (DB)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	10	0.5
Justification: Due to being in a secondary building, the students are not scheduled together outside of their required age range.				
Locations:				
Washington Jr Sr High (DB)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 16	25	0.5
Justification: Due to being in a secondary building, the students are not scheduled together outside of their required age range.				

Locations:				
Washington Jr Sr High (WT)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	10	0.5
Justification: Due to being in a secondary building, the students are not scheduled together outside of their required age range.				
Locations:				
Washington Jr Sr High (WT)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 20	25	0.5
Justification: Due to being in a secondary building, the students are not scheduled together outside of their required age range.				
Locations:				
Washington Jr Sr High (TR)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 20	10	0.5
Justification: Due to being in a secondary building, the students are not scheduled together outside of their required age range.				
Locations:				
Washington Jr Sr High (TR)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 16	25	0.5
Justification: Due to being in a secondary building, the students are not scheduled together outside of their required age range.				

Locations:				
Washington Jr Sr High (DB)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	10	0.5
Justification: Due to being in a secondary building, the students are not scheduled together outside of their required age range.				
Locations:				
Washington Jr Sr High (DB)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	5 to 12	7	0.8
Justification: The hearing impaired students are not seen at the same time. There is only one hearing support teacher in the district servicing 3 students.				
Locations:				
Washington Park Elementary School (McCoy)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 15	1	0.2
Locations:				
Washington Jr Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 21	32	0.5
Justification: Due to being in a secondary building, the students are not scheduled together outside of the required age range.				
Locations:				

Washington Jr Sr High (JD)	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	33	0.5
Justification: Due to students entering into our district along with student needs the case load and level of support need to be changed to reflect current enrollment.				
Locations:				
Washington Park School (JD)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	10	0.5
Justification: Due to students entering into our district along with student needs the case load and needs to be changed to reflect current enrollment.				
Locations:				
Washington Park (CT)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	25	0.5
Justification: Due to students entering into our district along with student needs the caseloads and age range need to be changed to reflect current enrollment.				
Locations:				
Washington Park Elementary (CT)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 15	25	0.5
Justification: Due to students entering into our district along with student needs the caseload and age range need to be changed to reflect current enrollment.				
Locations:				
Washington Park Elementary School (KM)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 15	10	0.5
Justification: Due to students entering into our district along with student needs the caseload and age range need to be changed to reflect current enrollment.				
Locations:				
Washington Park Elementary (KM)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 14	20	0.5
Justification: There will not be a 3 year age difference in any one class at a given time.				
Locations:				
Washington Park School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 14	10	0.5
Justification: There will never be a three year age range in any given class at one time.				
Locations:				
Washington Park School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	25	0.5
Locations:				
Washington Park Elementary School (MH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Locations:				

Washington Park Elementary School (MH)	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	25	0.5
Locations:				
Washington Park Elementary School (KA)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	10	0.5
Locations:				
Washington Park Elementary School (KA)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	65	1
Justification: Because speech is a pull-out service, the students are not grouped outside of their required age range.				
Locations:				
Washington Park Elementary School (KG)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 12	12	1

Locations:				
Washington Park Elementary School (JE)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	12	1
Locations:				
Washington Park Elementary School (KB)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* November 4, 2015*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 10	8	1
Justification: Due to the structure of the program students are not grouped beyond their required age at any one time.				
Locations:				
Washington Park Elementary (TS)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 14	8	1
Justification: Due to the structure of the program students are not grouped beyond their required age range at any one time.				
Locations:				
Washington Park Elementary School (TB)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2019*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	9 to 10	7	0.5
Locations:				
Washington Park Elementary (TF)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	12 to 14	7	0.5
Locations:				
Washington Sr. Jr. High School (TF)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2014*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 21	7	0.5
Justification: Due to this being a lifeskills class the functioning and educational level is all within the same for the students who are in this classroom.				
Locations:				
Washington Jr/Sr High School LSS (JF)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	10	0.5
Justification: Due to this being a lifeskills class the functioning and educational level is all within the same for the students who are in this classroom.				
Locations:				
Washington Jr. Sr. High School (JF)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District

PROGRAM DETAILS*Type: ClassandPosition**Implementation Date: August 20, 2019**Reason for the proposed change: Adjust staffing to meet student needs.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 10	8	1
Justification: Due to the disabilities, considering their mental, emotional, and social needs, students are together within the educational setting beyond the age limits and there is an age range waiver in effect.				
Locations:				
Washington Park Elementary (DT)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 20, 2019**Reason for the proposed change: Adjust staffing to meet student needs.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 14	65	1
Justification: Due to students entering into our district along with student needs the caseload and age range need to be changed to reflect current enrollment.				
Locations:				
Washington Park Elementary School (AS)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 20, 2019**Reason for the proposed change: Adjust staffing to meet student needs.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	12	0.25
Locations:				
Washington Park Elementary School (MS)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 20, 2019**Reason for the proposed change: Adjust staffing to meet student needs.*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 14	25	0.5
Justification: Due to class schedules students are not scheduled together outside of the age range.				
Locations:				
Washington Park Elementary School (TM)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	10	0.5
Justification: Due to class schedules students are not scheduled together outside of the age range.				
Locations:				
Washington Park Elementary School (TM)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 20, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 11	8	1
Justification: Due to this being a MDS classroom the functioning and educational level is all within the same for the students who are in this classroom.				
Locations:				
Washington Park School (New)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 20, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	25	0.5
Justification: There will not be a 3 year age difference in any one class at a time.				
Locations:				
Washington Park School (KP)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 11	10	0.5
Justification: There will not be a three year age range in a classroom at any one time.				
Locations:				

Washington Park School (KP)	An Elementary School Building	A building in which General Education programs are operated		
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Special Education Support Services

Support Service	Location	Teacher FTE
Intermediate Unit 1 Social Worker	Washington Park	1
Intermediate Unit 1 Psychologist	Washington Park	1
Intermediate Unit 1 Paraprofessional - 5 positions	Washington Park	1
Intermediate Unit 1 Interpreter	Washington Park School	1
Intermediate Unit 1 Assistive Technology - AAC/Writing	Intermediate Unit 1	0.01
Intermediate Unit 1 Assistive Technology - Vision	Intermediate Unit 1	0.01
Intermediate Unit 1 Assistive Technology - Hearing	Intermediate Unit 1	0.02
Intermediate Unit 1 Social Worker	Junior / Senior High School	1
Washington School District Paraprofessionals 3 positions	Washington Park	1
Washington Paraprofessionals 9 positions	Washington Park	0.5
Washington School District Paraprofessionals 3 positions	Junior / Senior High School	1
Washington School District Paraprofessionals 2 positions	Junior / Senior High School	0.5
Intermediate Unit 1 Hearing Teacher	Washington Park School	0.5
Intermediate Unit 1 - Vision Teacher	Washington Park School/Jr. High School	1
Intermediate Unit 1 - Psychologist	Washington School District	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
River Pediatric Therapies - Occupational Therapy	Outside Contractor	5 Days
River Pediatric Therapies - Physical Therapy Services	Outside Contractor	3 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Throughout the next three years, training will be provided on changes in the definition of Autism, how to address students within the Autism Spectrum for academics, social skills training, and behavioral support. The plan will also teach staff and parents transition services that are available for students with Autism who are graduating, community resources available for students with Autism, and the hidden curriculum and how it impacts students with Autism.
Person Responsible	Supervisor of Special Education and Principals / Curriculum Coordinator - Central office employee
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Teacher Induction, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	20
Provider	PaTTAN, Intermediate Unit 1, Washington School District, Educational Consultants
Provider Type	IU 1, WSD, Educational Consultants
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>

<p>For school or LEA administrators, and other educators seeking leadership roles</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>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>
<p>Training Format</p>	<p>Series of Workshops Professional Learning Communities</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</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>Evaluation Methods</p>	<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>Classroom student assessment data</p>

Behavior Support

Description	Behavior Support / Restorative Practices / Crisis Intervention/Safety Care: During each year of the 3 year plan, professionals and paraprofessionals will be instructed on the current behavior support policy within Washington School District. In addition, de-escalation techniques along with restorative practices will be presented yearly. Parents along with community agencies will have the opportunity to attend a training on de-escalation techniques in order to broaden the support for the students in an effort to connect home and community supports.
Person Responsible	Supervisor of Special Education / Building Principals / Curriculum Leader / Central Office Employee
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	15
Provider	Intermediate Unit 1, Washington School District, Neighboring School District Representatives
Provider Type	Intermediate Unit 1 in conjunction with WSD and other neighboring school district representatives
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

For school or LEA administrators, and other educators seeking leadership roles	<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>
Training Format	<p>Series of Workshops Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<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>

Paraprofessional

Description	<p>During in-service days, or with the option of receiving training on their own,</p>
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	paraprofessionals will have the opportunity to gain their required 20 hours of instruction to maintain their highly qualified status, during each of the next 3 years. Topics will include but not be limited to Autism, Reading, Behavior Support, Transition, Paraprofessional Competencies, on-line offerings, and cyber courses.
Person Responsible	Supervisor of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	18
Provider	District and/or IU personnel
Provider Type	A combination of PaTTAN, district, and IU personnel
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	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.
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p>

	Online-Asynchronous
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Reading

Description	During the next three years, school personnel will review and revise interventions such as MTSS and Academic Support, along with any other methods and strategies that increase reading fluency, higher-order thinking/questioning and comprehension skills while integrating technology. Teachers will be able to review and analyze progress monitoring data effectively to determine appropriate academic placements and to inform instructional decisions in order to increase student achievement.
Person Responsible	Supervisor of Special Education / Building Principals / Curriculum Leader - Central Office Employee
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	4
# of Participants Per Session	25
Provider	Reading Specialists/Team Leaders
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<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>
For school or LEA administrators, and other educators seeking leadership roles	<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>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Transition

Description	During each of the three years of this plan, the secondary teachers, paraprofessionals, and any parents who wish to attend, will receive on-going support of required paperwork on how to address transition within the paperwork, services available in the local community to support students transitioning into adult life, indicator 13 and/or 14 (as is appropriate for the district), and any new requirements that may need to be implemented during this time.
Person Responsible	Supervisor of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	12
Provider	Supervisor of Special Education / IU Transition Consultant, PaTTAN Transition Consultant
Provider Type	a combination of district, IU, PaTTAN
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.

<p>For classroom teachers, school counselors and education specialists</p>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</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>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>Series of Workshops Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Parents</p>
<p>Grade Levels</p>	<p>Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>
<p>Evaluation Methods</p>	<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 Portfolio follow-up activities with students after graduation</p>

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Special Education Affirmations

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

Board President

No signature has been provided

Superintendent/Chief Executive Officer