

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 268
School District Total Student Enrollment 1114
Percent of Students Receiving Special Education 24.1

Steering Committee

Name	Position/Role	Building	Email
Dr. Terrance Meehan	Superintendent	Wilmington Area SD	meehan@wasd.school
Michael Conglose	Director of Special Education	Wilmington Area SD	conglose@wasd.school
Allison Ciavarino	Building Principal	Wilmington Area El Sch	Ciavarino@wasd.school
Tracy Andrews	General Education Teacher	Wilmington Area El Sch	Andrews@wasd.school
Jill Greco	Special Education Teacher	Wilmington Area MS	Greco@wasd.school
Michael O'Donovan	Other	Wilmington Area SD	odonovan@wasd.school
Karen Bezek	Special Education Teacher	Wilmington Area El Sch	kbezek@wasd.school
Brandon Phillian	Director of Curriculum	Wilmington Area SD	phillian@wasd.school
Shawn Zappia	General Education Teacher	Wilmington Area MS	zappia@wasd.school

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

The Wilmington Area School District (WASD) is committed to providing Free Appropriate Public Education (FAPE) to any eligible student residing in the district. WASD would utilize existing Child Find procedures and design a system to ensure FAPE is available and provided for any student identified and in need of special education services and participate in the IEP process. When the WASD is made aware of a student within a 1306 facility who is in need of special education or thought to be in need of special education, the WASD procedures are followed as would be for any other student. An evaluation process would be initiated and an IEP would be generated based on the Evaluation Report. Programming, location, related services and specially designed instruction would be addressed to ensure the student's educational success.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The Wilmington Area School District is responsible for communicating with 1306 facilities and the district of residence for the student. In order to collect and gather the necessary student records, the WASD would submit PDE 4605 to the district of residence. The WASD would convene the student's individual education plan (IEP) team including the 1306 facility, district of residence, and other personnel including case workers, surrogate parents, etc. to address programming, location, related services and specially designed instruction while placing an emphasis on the least restrictive environment for the student to ensure FAPE is provided. After the IEP meeting, student progress would be collected and shared regularly through email interaction, phone calls, video conferences, and/or in-person meetings. If it is deemed appropriate by the necessary IEP team stakeholders for the student to enter the WASD, a re-entry plan would be devised to ensure a smooth and successful transition back into the district.

Incarcerated Students Oversight

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

No

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

There are no prisons or other locations for incarcerated students located within the district. If a facility were to open within the district, the district would utilize existing Child Find procedures and design a system to ensure a Free Appropriate Public Education (FAPE) is available and provided for any student identified and in need of special education services and participate in the IEP process. The Wilmington Area School District (WASD) is committed to providing FAPE to any eligible student residing in the district, including those that may be incarcerated. When the district is made aware of an incarcerated student who is in need of special education or thought to be in need of special education, the district procedures are followed as would be for any other student. An evaluation process would be initiated and an IEP would be generated based on the Evaluation Report or Re-evaluation Report. Programming, location, related services and specially designed instruction would be addressed to ensure the student's educational success.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The Wilmington Area School District adheres to the guidelines and procedures as outlined in Chapter 14 for servicing students in the least restrictive environment to the maximum extent appropriate. While we have not met the PA state target of 62/61.5% or SPP/APR target of 64.1% over the past three years, our percentage of students within the regular class 80% or more has increased 8% from 46.9% in 2017-2018 to 54.9% in 2019-2020. This highlights a continued area of need for Wilmington Area School District to ensure that students with disabilities are included more often inside the regular education setting. Moving forward, discussions have taken place to look at incorporating MTSS, PBIS, Responsive Classroom, scheduling, and other ideas to improve opportunities for students to continue to close the gap between the state and SPP/APR targets. The following information comes from Special Education Data Reports from the past three years. SE Inside Regular Class 80% Or More: 2017-2018: 46.9% 2018-2019: 52.2% 2019-2020: 54.9%

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The Wilmington Area School District adheres to the guidelines and procedures as outlined in Chapter 14 for servicing students in the least restrictive environment to the maximum extent appropriate. Accommodations, modifications, Instructional Support Team and Response to Intervention strategies are provided within the regular education setting prior to referral for multidisciplinary evaluation. If after evaluation, the student qualifies for special education services, the placement decision is made in a team fashion at the IEP meeting. Unless the IEP dictates otherwise, students participate in the general education curriculum with necessary supplementary aids and services. Prior to removing the student from the regular education environment, there must be demonstration that education in that setting could not be satisfactorily met even with the use of supplementary aids and services. The district will attempt to service the student within the home district prior to looking for a placement outside of the student's home district. Regardless of the student's program, the district encourages participation of same age peers in the general education setting for nonacademic and extracurricular activities. The WASD utilizes differentiated instruction to meet the needs of all learners that is supported by all staff including teachers and paraprofessionals. K-4 teachers will be trained in Responsive Classroom in order to provide a structured SEL curriculum for all students.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The Wilmington Area School District continues to provide professional development in the areas of academic programming and training to staff and support staff in order to ensure meaningful participation of students with disabilities in the general education curriculum. Training is offered on both teacher in-service and Act 80 days at WASD. Examples of trainings include G-Suite/Google, CHALK Curriculum, Safety Care, Modifications/Accommodations and developmental behavioral optometry/visual tracking to name a few. The district utilizes a block scheduling model in the elementary school to provide co-teaching opportunities as well as increase the amount of "push-in" support for students. Additionally, paraprofessionals attend 20 hours worth of training throughout the duration of a school year to continue providing appropriate and meaningful support to students within the regular education setting. Special education teachers communicate regularly with regular education teachers to provide support, answer questions, and collaborate as a team to ensure the success of students within the regular education setting.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. At the Wilmington Area School District, a student's full range of needs are considered when looking at the supplementary aids and services for a student with disabilities in extracurricular activities. This means a student is provided with the necessary support to participate with nondisabled children to the maximum extent possible. This could include modifications and accommodations, related services, and supports for school personnel. At Wilmington, we

utilize supplementary aids and services based on the individual needs of the student as determined by the IEP team, which includes the parent and the student if appropriate. Examples of supplementary aids and services we utilize include; communication and consultation with all necessary parties, time for staff members to collaborate and work as a team, consideration of equipment needed by the student such as a wheelchair or communication device, social skills instruction to build peer-to-peer relationships, providing support staff such as a one-on-one aid or private care nurse, training for support staff working with a student, and physical space considerations such as accessibility and special transportation to name a few.

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

Currently, Wilmington Area School District attempts to service students within the home district prior to looking for a placement outside of the student's home district. Additionally, prior to removing a student from the home district, there must be demonstration that education in the home setting could not be satisfactorily met, even with specially designed instruction. These decisions are made by the IEP team with consideration of the students' individual needs and the nature and severity of the student's disability. Regardless of the student's program or placement, the district encourages participation with same age peers in the general education setting for nonacademic and extracurricular activities to the greatest extent possible. One of the most important ways to ensure this takes place is through frequent communication and collaboration with the student, the family, and the private institution. Making sure the necessary parties are aware of the available opportunities is extremely important when determining what is and what isn't appropriate based on the students individual needs. When appropriate, and with the necessary support, students participate in sports, dances, graduation, field trips, and other school wide events.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

While the district does provide emotional support, autistic support, and life skills support, we do not provide a full-time setting for any of these programs. In the future, we could look at more of a self-contained classroom. This could help to decrease our out-of-district placements. Out-of-district placements would only occur if the students' needs exceed what can be provided within the home district. Additionally, the district is looking to adopt programs such as the Responsive Classroom Teaching Model to incorporate SEL curriculum into the elementary school during our daily schedule. This is a much needed program that will aim to benefit all students. Finally, there has been discussion of looking at bringing in MTSS to better provide tiered levels of intervention to our students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
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St. Stephen's Lutheran Academy	Approved Private School (APS)		St. Stephen's Lutheran Academy	Emotional Support	6
Cray Education Center	Licensed Private Academic		Cray Education Center	Emotional Support	1
McGuire Memorial	Approved Private School (APS)		McGuire Memorial	Autistic Support	1
Western Pennsylvania School for Blind Children	Approved Private School (APS)		Western Pennsylvania School for Blind Children	Blind and Visually Impaired Support	1
Pittsburgh Behavioral School	Licensed Private Academic		Pittsburgh Behavioral School	Autistic Support	1

Positive Behavior Support

Date of Approval

2014-07-14

Uploaded Files

Behavior Support Board Policy_db87908f.pdf

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

The emotional and social needs of students with disabilities are supported through a continuum of services across the entire district. Currently, the district employs 2 emotional support teachers who implement our emotional support program. Those teachers communicate and collaborate with other special and regular education staff to ensure the needs of each student are being met based on the student's IEP goals and SDI. Additionally, the district employs 3 professional school counselors (1 per building) who meet with students in individual and small group settings to review social topics including, but not limited to, peer relationship skills, conflict resolution skills, conversation skills, etc. The district also contracts through Family Behavioral Resources (FBR) who provides students in the district with school based mental and behavioral health care services. Furthermore, the district started utilizing the Middle and Elementary Student Assistance Program (MESAP) to provide social, emotional, and behavioral support to students within the district. Finally, the district works with the Lawrence County Drug and Alcohol Commission to address specific student needs.

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.

In the spring of 2022, 5 district employees, including teachers and administration, were trained in Safety Care Mechanics at the Intermediate Unit 4. While other staff have been trained in other methods such as Crisis Prevention and Intervention (CPI), the plan is to have all administration, security personnel, paraprofessionals, and more teachers trained in the Safety Care model to ensure congruence and continuity with purpose, approach, and recording. The Safety Care model has 6 primary goals including; create a positive, supportive, and enriched physical and social environment; teach functional alternatives to challenging behavior; prevent behavioral crises whenever possible; manage behavioral crises safely and therapeutically; minimize the intensity and duration of behavioral crises; and decrease the future likelihood of behavioral crises.

3. Describe the district positive school wide support programs.

The district positive school wide support program occurs within level 1 of our intervention process. Classroom management traditionally has been associated with discipline, control, or other terms that connote reducing unacceptable student behavior. Management is commonly viewed as a prerequisite to instruction, something that must be accomplished so that teaching can occur. Successful classroom management involves not merely responding effectively when problems occur, but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Thus, comprehensive classroom management activities involve the establishment and maintenance of a productive learning environment that fosters high levels of student engagement and prevention of student disruptions. The effectiveness of behavior control strategies are maximized when used in conjunction with preventive methods. Without proactive management methods, behavior-change interventions will have limited long-term effectiveness. In 2015, the district created a School Wide Positive Behavioral Interventions and Supports (SWPBIS) slogan. The phrase RUN Like A

Greyhound where RUN stands for respect and responsibility, understanding, and never giving up was developed. In the elementary school, students who meet these qualities are recognized at quarterly scheduled awards assemblies. Our Student Assistance Program (SAP) and Child Study Team fall within levels 2 and 3 for students who could benefit from more intense interventions. Additionally, the district partners with Family Behavioral Resources (FBR) and Middle and Elementary Student Assistance Program (MESAP) to provide social, emotional, and behavioral support to students within the district. We have a goal to continue to build our PBIS model in the future.

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

The Wilmington Area School District employs 3 professional school counselors (1 per building) who meet with students in individual and small group settings to review social topics including, but not limited to, peer relationship skills, conflict resolution skills, conversation skills, etc. The district also contracts through Family Behavioral Resources (FBR) who provides students in the district with school based mental and behavioral health care services. Furthermore, the district started utilizing the Middle and Elementary Student Assistance Program (MESAP) to provide social, emotional, and behavioral support to students within the district. Finally, the district works with the Lawrence County Drug and Alcohol Commission to address specific student needs.

5. Describe the district restraint procedure.

The use of restraints to control acute or episodic aggressive or self-injurious behavior shall be considered when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures, including de-escalation techniques have proven to be or are less effective. The Special Education Supervisor or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggress behavior of the student and shall convene a meeting of the IEP team within 10 school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if the restraint is used with specific component elements of a positive Behavior Support Plan, used in conjunction with teaching socially appropriate alternate skills or behaviors, staff are authorized to use the restraint and have received appropriate training, and/or Behavior Support Plan includes efforts to eliminate the use of restraints. The necessary information would be input into the Restraint Information System Collection (RISC) site. At the WASD, there have been very few instances where the use of restraint was needed. In the spring of 2022, 5 district employees, including teachers and administration, were trained in Safety Care at the Intermediate Unit 4. The plan is to have all administration, security personnel, and more teachers trained in the same model.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

Currently, the district has not experienced any challenges providing FAPE to any of our students, regardless of their disability or required service. The Wilmington Area School District strives to provide a seamless delivery system for programming to ensure Least Restrictive Environment (LRE). Presently, all students with identified disabilities are placed in appropriate settings as delineated by the individual educational team as developed in the IEP and based upon the educational needs of the student. If an instance would arise in which a student would require Instruction Conducted in the Home, the district would immediately contact the Intermediate Unit 4 and/or PaTTAN for resources and support. Additionally, WASD has not had any trouble with identifying placements within 30 days. The district is regularly involved with local agencies including, but not limited to, Children and Youth Services, Community Mental Health and Counseling Center, Office of Vocational Rehabilitation, Cray Challenges Alternative Educational Center, Lawrence County Drug and Alcohol Commission, Family Behavioral Resources, Student Assistance Program, etc. to assist with locating the appropriate placement and/or supports for students as needed.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS - ES - HS	Elementary	Full-time (1.0)	06/20/2022 10:53 PM

Building Name		
Wilmington Area El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
Our elementary runs from K to 4.		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WH - HS	Secondary	Full-time (1.0)	06/20/2022 10:54 PM

Building Name		
Wilmington Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Our high school runs from 9 to 12.		0.55

Building Name		
Wilmington Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Our high school runs from 9 to 12.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KW - HS	Secondary	Full-time (1.0)	06/20/2022 10:54 PM

Building Name		
Wilmington Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19

Age Range Justification	FTE %
Our high school runs from 9 to 12.	0.35

Building Name		
Wilmington Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
Our high school runs from 9 to 12.		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SM - MS-HS	Secondary	Full-time (1.0)	06/20/2022 10:55 PM

Building Name		
Wilmington Area SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
This teacher works with middle and high school students from 7 to 9.		0.65

Building Name		
Wilmington Area SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
This teacher works with middle and high school students from 7 to 9.		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BK - MS	Secondary	Full-time (1.0)	06/20/2022 10:56 PM

Building Name		
Wilmington Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Our middle school runs from 5th grade to 8th grade.		0.8

Building Name		
Wilmington Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Our middle school runs from 5th grade to 8th grade.		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NC - MS	Secondary	Full-time (1.0)	06/20/2022 10:56 PM

Building Name		
Wilmington Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
Our middle school runs from 5th grade to 8th grade.		0.8

Building Name		
Wilmington Area MS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
Our middle school runs from 5th grade to 8th grade.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KD - MS-HS	Secondary	Full-time (1.0)	06/20/2022 09:28 PM

Building Name		
Wilmington Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 15
Age Range Justification		FTE %
Our middle school runs from 5th grade to 8th grade.		0.1

Building Name		
Wilmington Area HS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Our high school runs from 9th to 12th grade.		0.14

Building Name		
Wilmington Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 15
Age Range Justification		FTE %
Our middle school runs from 5th grade to 8th grade.		0.25

Building Name		
Wilmington Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Our high school runs from 9th to 12th grade.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JG - MS-HS	Secondary	Full-time (1.0)	06/20/2022 10:57 PM

Building Name		
Wilmington Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Our high school runs from 9th to 12th grade.		0.38

Building Name		
Wilmington Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 15
Age Range Justification		FTE %
Our middle school runs from 5th grade to 8th grade.		0.2

Building Name		
Wilmington Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS - ES-MS - SLS	Multiple	Full-time (1.0)	06/20/2022 10:52 PM

Building Name		
Wilmington Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Our elementary school runs from Kindergarten to 4th grade.		0.12

Building Name		
Wilmington Area MS		

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 15
Age Range Justification		FTE %
Our middle school runs from 5th grade to 8th grade.		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KC - ES-HS - SLS	Multiple	Full-time (1.0)	06/20/2022 10:37 PM

Building Name		
Wilmington Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Our elementary school runs from Kindergarten to 4th grade.		0.15

Building Name		
Wilmington Area MS		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC - ES - SLS	Elementary	Full-time (1.0)	06/20/2022 09:43 PM

Building Name		
Wilmington Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Our elementary school runs from Kindergarten to 4th grade.		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AR - LS - ES	Elementary	Full-time (1.0)	06/20/2022 09:33 PM

Building Name		
Wilmington Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KP - ES-HS - VS	Multiple	Full-time (1.0)	06/06/2022 11:18 PM

Building Name		
Wilmington Area El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.04

Building Name		
Wilmington Area MS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.02

Building Name		
Wilmington Area HS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NT - LS - ES	Elementary	Full-time (1.0)	06/20/2022 10:58 PM

Building Name
Wilmington Area El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Our elementary school runs from K to 4.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SC - ES - LS	Elementary	Full-time (1.0)	06/07/2022 12:27 PM

Building Name		
Wilmington Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Wilmington Area El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KB - ES - ES/LS	Elementary	Full-time (1.0)	06/20/2022 09:36 PM

Building Name		
Wilmington Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.25

Building Name		
Wilmington Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ND - ES - LSS/AS	Elementary	Full-time (1.0)	06/20/2022 09:40 PM

Building Name		
Wilmington Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Our elementary school runs from Kindergarten to 4th grade.		0.4

Building Name		
Wilmington Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Our elementary school runs from Kindergarten to 4th grade.		0.25

Building Name		
Wilmington Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Our elementary school runs from Kindergarten to 4th grade.		0.25

Special Education Facilities

Building Name		Room #
Wilmington Area El Sch		301B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 29 feet, 0 inches	464sqft	16
Implementation Date		
2022-06-07		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Wilmington Area El Sch		303
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 27 feet, 0 inches	756sqft	27
Implementation Date		
2022-06-07		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Wilmington Area El Sch		312
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2022-06-07		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Wilmington Area El Sch		320
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
Implementation Date		
2022-06-07		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Wilmington Area El Sch		328
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 12 feet, 0 inches	180sqft	6
Implementation Date		
2022-06-07		
Uploaded Files		

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5 Assurance Check

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

Building Name		Room #
Wilmington Area El Sch		329
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 9 feet, 0 inches	135sqft	4
Implementation Date		
2022-06-07		
Uploaded Files		

6 Assurance Check

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

Building Name		Room #
Wilmington Area El Sch		341
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 29 feet, 0 inches	899sqft	32
Implementation Date		
2022-06-07		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Wilmington Area El Sch		364
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 29 feet, 0 inches	899sqft	32
Implementation Date		
2022-06-07		
Uploaded Files		

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8 Assurance Check

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

Building Name		Room #
Wilmington Area El Sch		340B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 13 feet, 0 inches	130sqft	4
Implementation Date		
2022-06-07		
Uploaded Files		

9 Assurance Check

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

Building Name		Room #
Wilmington Area MS		124
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 23 feet, 0 inches	667sqft	23
Implementation Date		
2022-06-07		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Wilmington Area MS		118
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 38 feet, 0 inches	836sqft	29
Implementation Date		
2022-06-07		
Uploaded Files		

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11 Assurance Check

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

Building Name		Room #
Wilmington Area SD		123
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
Implementation Date		
2022-06-07		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Wilmington Area SD		107
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32
Implementation Date		
2022-06-07		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Wilmington Area MS		111
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 23 feet, 0 inches	276sqft	9
Implementation Date		
2022-06-07		
Uploaded Files		

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14 Assurance Check

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

Building Name		Room #
Wilmington Area MS		130
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2022-06-07		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Wilmington Area SD		143
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 22 feet, 0 inches	682sqft	24
Implementation Date		
2022-06-07		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Wilmington Area SD		209
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 16 feet, 0 inches	480sqft	17
Implementation Date		
2022-06-07		
Uploaded Files		

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17 Assurance Check

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

Building Name		Room #
Wilmington Area HS		139
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 16 feet, 0 inches	480sqft	17
Implementation Date		
2022-06-07		
Uploaded Files		

18 Assurance Check

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

Building Name		Room #
Wilmington Area HS		210
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 31 feet, 0 inches	682sqft	24
Implementation Date		
2022-06-07		
Uploaded Files		

19Assurance Check

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

Special Education Support Services

20Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Guidance Counselor	3	District Wide	District
School Psychologist	1	District Wide	District
Director of Special Education	1	District Wide	District
Paraprofessionals	8	District Wide	District
Other	1 Vision Therapist	District Wide	Contractor
Transition Coordinator	1	Secondary	District
Other	1 Hearing Therapist	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
ABA PLC: Four-part series that is designed to bring teams of professionals together to explore the world of autism.			
Lead Person/Position		Year of Training	
Midwestern Intermediate Unit 4		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	Intermediate Unit	Special Education Teachers

Description of Training			
Autism training to better understand students and their individual needs.			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	1-2	District Intermediate Unit PaTTAN Other	Paraprofessionals Special Education Teachers

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience

Positive Behavior Support

Description of Training			
Safety-Care Behavioral Safety Training			
Lead Person/Position		Year of Training	
Midwestern Intermediate Unit 4		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	1-2	Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers Other

Description of Training			
Behavior Support PLC: behavioral interventions, teaching procedures, social-emotional learning, transition, trauma-informed care, topics designed to meet teacher needs.			
Lead Person/Position		Year of Training	
Midwestern Intermediate Unit 4		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	4	Intermediate Unit	Special Education Teachers

Description of Training			
Responsive Classroom Training: is a student-centered, social and emotional learning approach to teaching and discipline.			
Lead Person/Position		Year of Training	
Elementary Principal and School Psychologist		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Classroom management training: Provide practical strategies to staff members to utilize within their individual settings.			
Lead Person/Position		Year of Training	
District Administration/Counselors		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1-2	District Other	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Safety-Care Behavioral Safety Training			
Lead Person/Position		Year of Training	
Midwestern Intermediate Unit 4		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	1-2	Intermediate Unit	Paraprofessionals

Description of Training			
Midwestern Intermediate Unit 4 Paraprofessional Summit: Behavior Basics, Overview of Assistive Technology, How to Manage Small Instructional Groups, What You Need to Know About the IEP.			
Lead Person/Position		Year of Training	
Midwestern Intermediate Unit 4		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	Intermediate Unit	Paraprofessionals

Description of Training

Midwestern Intermediate Unit 4 Paraprofessional Summit: Trauma Informed Care, Communication Strategies in the Classroom, Universal Design for Learning (UDL), IEP Accommodations and Modifications.			
Lead Person/Position		Year of Training	
Midwestern Intermediate Unit 4		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	Intermediate Unit	Paraprofessionals

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience

Transition

Description of Training			
Secondary Transition Coordinators Work Group: Ask questions, network, and share resources with peers.			
Lead Person/Position		Year of Training	
Karen Chambers and John Weatherby - IU Staff		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training	
Training on new ELA curriculum: The district will be adopting a new K-6 ELA curriculum and will be trained in the new program.	
Lead Person/Position	Year of Training
Building Administration	2022-2025

Hours Per Training	Number of Sessions	Provider	Audience
6	At least 1	District Other	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Family Literacy Night: Facilitate the growth of reading instruction between school and home.			
Lead Person/Position		Year of Training	
Elementary administration / Title I Staff		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1-3	1	District	Parents

Parent Training

Description of Training			
Financial Aid Night: Training parents on the overall process of financial aid.			
Lead Person/Position		Year of Training	
High School Counselor		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	1-2	District	Parents

Description of Training			
College and Career Night: Teaching parents about the college and career readiness process, including the graduation requirements as defined in the student handbook.			
Lead Person/Position		Year of Training	
High School Counselor		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience

1-2	1-2	District	Parents
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IEP Development

Description of Training			
Writing IEPs: Updated information on state requirements for IEP development. Participants will analyze their own IEP's, check for alignment, complete hands-on activities, and work with groups to generate ideas for completing a compliant IEP.			
Lead Person/Position		Year of Training	
Midwestern Intermediate Unit 4		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	Intermediate Unit	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

