

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 83  
School District Total Student Enrollment 471  
Percent of Students Receiving Special Education 17.6

## Steering Committee

Name	Position/Role	Building	Email
Lisa Murgas	Superintendent	Williamsburg Community SD	lmurgas@williamsburg.k12.pa.us
Lisa Murgas	Director of Special Education	Williamsburg Community SD	lmurgas@williamsburg.k12.pa.us
Jennifer Frederick	Building Principal	Williamsburg Community JSHS	jfrederick@williamsburg.k12.pa.us
Jennifer Metzler	Building Principal	Williamsburg Community El Sch	jmetzler@williamsburg.k12.pa.us
Michaela Detwiler	Special Education Teacher	Williamsburg Community El Sch	mdetwiler@williamsburg.k12.pa.us
Natalie Houtz	Special Education Teacher	Williamsburg Community JSHS	nhoutz@williamsburg.k12.pa.us
Emily Carper	General Education Teacher	Williamsburg Community JSHS	ecarper@williamsburg.k12.pa.us
Erika Veckov	General Education Teacher	Williamsburg Community El Sch	eveckov@williamsburg.k12.pa.us
Carlee Ranalli	Board Member	Williamsburg Community SD	cka104@gmail.com
Melissa McGee	Parent	Williamsburg Community El Sch	melissamcgee413@gmail.com

## 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)

Improvement and Planning Activity
Increase student proficiency on state assessments in ELA
Increase student proficiency on state assessments in Mathematics

## Education Environments (Indicator 5)

Indicator not flagged at this time.

## Parent Involvement (Indicator 8)

Improvement and Planning Activity
Increase parent involvement by offering activities throughout the school year centered around special education topics.

## 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

Corrective Action	Improvement and Planning Activities
<p>Based upon parent input/survey results, the LEA will develop an improvement plan that provides parents with opportunities for training and information sharing to address special knowledge, skills, and abilities needed to serve the unique needs of children with disabilities.</p>	<p>1)Information regarding special knowledge, skills and abilities needed to serve the unique needs of students with disabilities will be shared with parents at IEP meetings. 2) Special education information will be provided to parents during Open House activities at the beginning of each school year. 3) Parent training information through outside agencies will be provided to parents via email. 4) Special education information such as available services and procedures as to the process of special education will be shared with parents during Kindergarten orientation each school year. 5) Information sharing such as academic support will be shared with parents during parent teacher conferences. Evidence of Change: 1)Google log of information shared during IEP meetings. 2)Parent sign-in sheets from Open House special education meetings. 3)Emails sent to parents regarding training from outside agencies. 4)Kindergarten orientation power point slides and parent sign-in sheets. 5)Parent sign-in sheets from parent-teacher conferences.</p>

## 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.)

If a student becomes a resident at a 1306 facility, the district would meet its obligation under 1306 as a host district at this location. Williamsburg Community School District would operate in cooperation/conjunction with the resident school district in order to obtain educational records, including special education records, in order to meet the student's educational needs. All nonresident children living within the boundaries of the school district who may be eligible for special education are located/identified/evaluated, and when and if found to be eligible, are offered a free appropriate public education. Nonresident children who live within the boundaries of the school district are treated in the same manner as resident children.

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

As a component of the IEP team, Williamsburg Community School District or Appalachia Intermediate Unit 8 on the district's behalf, would attend all scheduled meetings for 1306 nonresident students and work to consider the specific educational needs of the student in order to ensure continuity of FAPE and meet those needs in the least restrictive environment. WCSD would also communicate with the facility and home school district on a transition plan to ensure a successful transition.

## 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).

## Least Restrictive Environment

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

The Penn Data report indicates that Williamsburg Community School District has 70% of their special education population inside the regular education classroom for at least 80% of the day or higher. This is in comparison to 61.5% of the state average. Williamsburg Community School District continually strives to educate all special education students in the least restrictive environment. One area of improvement would be to increase our special education student participation in the regular education classroom utilizing supplementary aids and services.

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?

Placement decisions in the student's home school of attendance are always the first consideration of IEP teams. Removal of student from the general education classroom only occurs when the student is not making progress with Supplementary Aids and Services within the general education classroom. The District ensures that all Supplementary Aids and Services are exhausted within the Least Restrictive Environment before considering a more restrictive placement. The Williamsburg Community School District collaborates with the Intermediate Unit 8 to contract the following academic services: Autistic Support, Deaf and Hard of Hearing Impaired Support, Vision Support Services, Assistive Technology Consultation, School Psychological Services and Transition Services. The District contracts CAMCO to provide Occupational Therapy and Physical Therapy services. The District employs an emotional support teacher who provides services to students based on their individual needs. Students receive either itinerant or supplemental support based on their needs. The Williamsburg Community School District collaborates with the Spring Cove School District for Life Skills services for any students in grade K-12 requiring this support. In addition, WCSD collaborates with the Hollidaysburg Area School District and Soaring Heights for MDS services for students in grades K-12 requiring these services.

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

All students in grades K-12 have access to Chromebooks which provide them with access to the general education curriculum. The Williamsburg Community School District purchased curriculum licenses for all K-12 students to be able to access on their Chromebook. In addition, assistive technology software is utilized for students to successfully access the general education curriculum. This software, such as Speech to Text, and training can be used with collaboration between the IU08 and District staff. WCSD utilizes a variety of supplemental resources to provide direct instruction to students with disabilities to include: Foundations, SRA Reading, Wilson Reading, Learning A-Z, and Number Worlds. The District also uses DIBELS as a benchmark assessment and progress monitoring tool to monitor students' progress toward their IEP goals. general education curriculum.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

All students with disabilities have access to all district extra curricular activities. Students with special needs are encouraged to participate in all clubs, sports and extra curricular activities to which they express interest. WCSD will utilize any supplementary aids and services for students for fully participate including but not limited to: furniture arrangement, adaptive equipment, wheelchairs, sensory items, safety equipment, etc.

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?

Students in the Williamsburg Community School District who are placed in private institutions are educated, to the maximum extent possible, with non disabled peers. The IEP looks at every possible time this can occur such as homeroom, gym, art, music, etc. In addition, students with disabilities are encouraged to participate in extra curricular activities such as sports and clubs within the school of placement or within their resident school.

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

The Williamsburg Community School District continually monitors it’s continuum of Special Education Supports and Services to determine if additional program options need to be considered in order for FAPE to be provided to every student in the Least Restrictive Environment.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Spring Cove School District	Other	Public School	Spring Cove School District	Life Skills Support	5
Hollidaysburg Area School District	Other	Public School	Hollidaysburg Area School District	Autistic Support	1
Hollidaysburg Area School District	Other	Public School	Hollidaysburg Area School District	Multiple Disabilities Support	1
Soaring Heights	Licensed Private Academic		Pyramid Healthcare	Autistic Support	3

## Positive Behavior Support

Date of Approval  
2022-02-15

### Uploaded Files

113.2\_-\_BEHAVIORAL\_SUPPORT.pdf

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

Williamsburg Community School District employs an emotional support teacher who provides social and emotional support services to students based on the needs of the student as indicated in the IEP. When a student has behaviors that interfere with his or her learning or the learning of others, a Functional Behavior Assessment will be conducted and a Positive Behavior Support Plan will be developed by all members of the IEP Team. The Positive Behavior Support Plan will include strategies and interventions to address and improve the behavior that interferes with learning. In addition, the District employs a licensed social worker who can be part of the IEP Team and provide services as determined by data and the IEP Team. The District also contracts with outpatient counseling services such as Evolution and Impact counseling who can provide social and emotional services to students with disabilities.

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.

The District utilizes the Nonviolent Crisis Intervention de-escalation training to all staff on annual basis. This training focuses on a continuum of verbal de-escalation techniques. The District believes that teachers and staff must be trained in de-escalation techniques and/or be certified in crisis prevention intervention. WCSD's Emotional Support teacher teaches coping skills to students identified as requiring these skills. The District is in the process of implementing a social/emotional curriculum districtwide.

3. Describe the district positive school wide support programs.

The Williamsburg Elementary School implements a School-Wide Positive Behavior Support program in grades K-6. This is a research-based, highly effective, approach to teaching and reinforcing students' social, emotional, and academic learning skills. The students are recognized and earn tickets for positive behaviors. These tickets can then be used to purchase special awards such as extra recess or tangible rewards.

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

The Williamsburg School District utilizes their Student Assistance Program for referring and providing behavior health services to students in grades K-12. Also, the District contracts with Impact Counseling and UPMC to provide Behavioral Health services to students in grades K-12. Impact Counseling and UPMC have BSC's who are members of the SAP teams at both Williamsburg High School and Williamsburg Elementary School. The District collaborates with other Behavioral Health Rehabilitation Services agencies in Blair County to support students with behavioral needs. These providers provide TSS and BSC services to students within the school setting. District staff reviews agency treatments plans and consults with agency staff in regards to a student's Positive Behavioral Support Plan.

5. Describe the district restraint procedure.

The District recognizes that Physical Restraints should only be utilized as a last resort when the student is acting in a manner in which he or she begins to



harm one's self or others. Restraints may be used in an IEP only if (1) the restraint is used with specific component elements or a Positive Behavior Support Plan; (2) the restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors; (3) staff are authorized to use the restraint and have received appropriate training; (4) Behavior Support Plan includes efforts to eliminate use of restraints. In the event that a child is restrained, the District will complete the required documentation, notify the parent and hold an IEP meeting with ten school days unless the parent agrees in writing to waive the IEP meeting. All restraint information is reported to the Pennsylvania Department of Special Education in accordance with Chapter 14 Regulations. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning. The District recognizes the following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs: 1. Corporal Punishment 2. Punishment for a manifestation of a student's disability 3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit 4. Noxious substances 5. Deprivation of basic human rights such as withholding meals, water, or fresh air 6. Suspensions constituting a pattern as defined in state regulations 7. Treatment of a demeaning nature 8. Electric shock 9. Methods implemented by untrained personnel 10. Prone restraints which are restraints by which a student is held face down on the floor

## Intensive Interagency

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

The school district places emphasis on providing each student with an appropriate educational program and placement. The district has not had any specific disability category where FAPE was not able to be provided or faced a barrier for an appropriate placement. The district uses the interagency approach to resolve any issues with providing FAPE or cross any barriers for appropriate placements. The district has representatives who participate in the Interagency Approach Process with local agencies (CAASP, MHMR, Extended Family Academy, Partial Hospitalization). District staff have frequent contact with agency personnel. This contact is made through student placement, advisory committee participation or at individual staffing. This collaboration and communication has benefited all parties involved in difficult placement decisions. The district has had the assistance of the Appalachia Intermediate Unit 08 to provide a local continuum of services that has been able to address district student needs. The continuum includes many outside agencies that provide services to the school district. Having these services has made challenging placements more timely and efficient. The school district has established procedures for implementing and resolving barriers to educational placements. In the event a Hard-to-Place student enrolls in the district, the IEP process would be utilized to insure FAPE for that student. The following procedures are in place: An IEP Team meeting would be convened for that student. The team would review the student's most current IEP and determine the student's strengths and weaknesses. Success in his previous placement would also be taken into consideration. The team would review the continuum of program options that are available in the school district that would afford the student opportunities to access the general education curriculum. If the data collected supports an out of district placement, the team would then review the out of district placements that would provide the least restrictive environment to ensure FAPE and access to the general education curriculum for that student. A referral would then be made to the appropriate agency. The district contracts with the IU to provide a social worker who serves as a liaison to assist the district with more restrictive placements. Once a student has been placed, the district receives progress reports on these students. A representative of the district participates in all support meetings for the student. Once the student has accomplished his goals and has successfully completed his program, the transition back to the home district begins. The IEP team determines the transition plan for that student and modifies the day so that the student gradually transitions back into the traditional . All necessary supports and services are provided to ensure that FAPE is afforded to the student.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Multiple	Part-time (0.5)	04/12/2023 01:33 PM

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<b>Building Name</b>		
Williamsburg Community SD		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Multiple	10 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
Students serviced in individual sessions.		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Secondary	Full-time (1.0)	03/31/2023 03:23 PM

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<b>Building Name</b>		
Williamsburg Community JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
4	Secondary	Full-time (1.0)	03/31/2023 03:21 PM

<b>Building Name</b>	
Williamsburg Community JSHS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	6
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Secondary
<b>Age Range Justification</b>	<b>FTE %</b>
	0.12

<b>Building Name</b>	
Williamsburg Community JSHS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)	3
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Secondary
<b>Age Range Justification</b>	<b>FTE %</b>
	0.12

<b>Age Range Justification</b>	<b>FTE %</b>
	0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
3	Multiple	Full-time (1.0)	03/31/2023 03:19 PM

<b>Building Name</b>		
Williamsburg Community SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		31
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	5 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
All students are seen on an individual basis or small group with allowable age range.		0.48

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
2	Multiple	Full-time (1.0)	03/31/2023 03:16 PM

<b>Building Name</b>
Williamsburg Community JSHS
<b>Support Type</b>
Emotional Support
<b>Support Sub-Type</b>

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Williamsburg Community El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Williamsburg Community El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>
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Williamsburg Community El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Elementary	Full-time (1.0)	04/12/2023 02:37 PM

<b>Building Name</b>		
Williamsburg Community El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Williamsburg Community El Sch		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The 11 year old student has severe cognitive abilities requiring him to be instructed at a level below his grade level. The District met with the parent and the parent signed a waiver agreeing to his placement.		0.2



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Williamsburg Community El Sch		128
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 25 feet, 0 inches	625sqft	22
<b>Implementation Date</b>		
2023-03-24		
<b>Uploaded Files</b>		
Williamsburg Elem Map.pdf		

### 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	

<b>Building Name</b>		<b>Room #</b>
Williamsburg Community El Sch		127
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 25 feet, 0 inches	625sqft	22
<b>Implementation Date</b>		
2023-03-24		
<b>Uploaded Files</b>		
Williamsburg Elem Map.pdf		

### 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 #
Williamsburg Community El Sch		207
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
8 feet, 0 inches x 12 feet, 0 inches	96sqft	3
Implementation Date		
2023-03-24		
Uploaded Files		
Williamsburg Elem Map.pdf		

### 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	

<b>Building Name</b>		<b>Room #</b>
Williamsburg Community JSHS		139
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 25 feet, 0 inches	575sqft	20
<b>Implementation Date</b>		
2023-03-24		
<b>Uploaded Files</b>		
Williamsburg JRSR HS Map.pdf		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Williamsburg Community JSHS		234
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 25 feet, 0 inches	575sqft	20
<b>Implementation Date</b>		
2023-03-24		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Williamsburg Community JSHS		212
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 25 feet, 0 inches	625sqft	22
<b>Implementation Date</b>		
2023-03-24		
<b>Uploaded Files</b>		
Williamsburg JRSR HS Map.pdf		

6 Assurance Check

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



## Special Education Support Services

### 7Special Education Support Services

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

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
The Williamsburg Community School District will collaborate with Intermediate Unit 8 to provide professional development opportunities to special education teachers and general education teachers focusing on how to make accommodations and modifications to support students with Autism in the Least Restrictive Environment.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Lisa Murgas/Superintendent/Special Education Director		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
The Williamsburg Community School District will collaborate with Intermediate Unit 8 to provide General Education Teachers, Special Education Teachers, Administration, and Paraprofessionals with Non-Violent Crisis Prevention Intervention training on an annual basis.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Lisa Murgas/Special Education Director		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1 per year	Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers

## Paraprofessional

<b>Description of Training</b>			
The District will provide a series of workshops to Paraprofessionals regarding disability categories and techniques and strategies that will enable them to help provide quality support to our students.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Lisa Murgas/Special Education Director		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	3 per year	District	Paraprofessionals

<b>Description of Training</b>			
Paraprofessionals will utilize professional development trainings from the PDE website aligned to their job descriptions.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Lisa Murgas		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	3	Other	Paraprofessionals

## Transition

<b>Description of Training</b>
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The District will provide professional development to all special education teachers regarding the Transition portion of the IEP. The District will ensure a representative from the Office of Vocational Rehabilitation or other relative agency personnel is invited to all transition-age students' IEP meeting. The District will collaborate with OVR to provide Community Based Vocational Training (CBVT) opportunities are provided to students.

<b>Lead Person/Position</b>		<b>Year of Training</b>	
Lisa Murgas/Special Education Director		2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Special Education Teachers

### Science of Literacy

<b>Description of Training</b>			
The District will utilize SAS resources for providing Structured Literacy training to regular education teachers and special education teachers.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Lisa Murgas/Special Education Director		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
5	2	Other	General Education Teachers Special Education Teachers

### Parent Training

<b>Description of Training</b>	
The District will utilize opportunities such as iep meetings and parent teacher conferences to provide parents with training about specific disabilities pertaining to their child.	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Lisa Murgas/Special Education Director	2023
	2024
	2025
	2026

Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Parents Special Education Teachers

### IEP Development

Description of Training			
The District will provide training on how to appropriately develop an iep specific to the student's needs to all special education teachers, administrators and related service providers			
Lead Person/Position		Year of Training	
Lisa Murgas		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 per year	District	Building Administrators General Education Teachers 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

