

Wilkes-Barre Area SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

730 S Main St
Wilkes Barre, PA 18711-0376
570-826-7111
Superintendent: Brian Costello
Director of Special Education: Robert Makaravage

Planning Process

The Planning process is being led by Dr. Brian Costello, Superintendent of the District. A core team of administrators was identified to review all necessary components of the plan as to create an outline and timeline for the process. Bi-monthly planning sessions were scheduled with informal meetings taking place as needed.

Areas of concentration were divided among central office administrators who will serve as planning team leaders as well as key members of the implementation team.

Dr. Brian Costello, Superintendent and Miss Michele Williams, Director of Federal and State Educational Programs, will examine and evaluate specific areas of the Core Foundations. Dr. Robert Makaravage, Director of Special Education & Instruction, will address the Needs Assessment component as well as issues pertaining to special education.. Dr. Rochelle Koury, Director of Student Services will concentrate on Safe and Supportive Schools

Throughout the process communication will be expected and monitored by the Superintendent. Team leaders will have both formal and informal meetings with their teams and with leaders of all teams sharing insights.

Mission Statement

The mission of the Wilkes-Barre Area School District, a diverse and progressive educational system, is to educate, enlighten, and inspire each student to grow as a responsible and productive citizen. This mission is accomplished through a dynamic, comprehensive curriculum and collaboration among school, family and community members.

Vision Statement

The Wilkes-Barre Area School District:

- will empower all students to meet or exceed expectations for academic, social, and emotional growth and success.
- will provide opportunities for students to develop creative and critical problem-solving skills, as innovative learners, to meet dynamic global changes.
- will maximize our use of resources through collaborative partnerships with our community, business and education partners.

All students will be prepared to pursue excellence for tomorrow's challenges.

Shared Values

The beliefs of the Wilkes-Barre Area School District are that

- Each child is an important individual with inherent worth.
- The entire community must work together to ensure a quality education.
- All students can learn.
- The appreciation and desire for life-long learning is an essential value that is necessary in an ever-changing world.
- Students should share an appreciation of diversity within our community and the entire world.
- Education is a partnership among school, student, family and community members that enables students to become responsible and productive members of society.
- All students should have a safe and secure learning environment
- Education is best promoted in an environment that permits the school community to have pride
- The school has a responsibility to provide a model for our students to emulate and that teaches by example, the essential lessons about justice personal integrity and responsibility.
- All persons grow and develop through time and that recognition of both growth and capacity for growth is critical to obtain the greatest educational benefit for our students.
- In order to achieve at a high level, students require high standards, a variety of instructional strategies, a knowledgeable, caring and responsible staff, up-to-date technology and resources and a flexible and challenging plan for instruction.

- A complete education requires the development of the ability to work both collaboratively and independently.

Educational Community

The Wilkes-Barre Area School District is located in Luzerne County in Northeastern Pennsylvania. Wilkes-Barre Area School District is comprised of the City of Wilkes-Barre, The County seat, the Townships of Bear Creek, Buck, Plains and Wilkes-Barre and the Boroughs of Bear Creek Village, Laflin and Laurel Run and encompasses an area of approximately 114.7 square miles. The School District is primarily urban, with an increasing amount of suburban development in the areas surrounding its urban core. The School District is situated approximately 43 miles northwest of Mount Pocono, 64 miles north of Allentown, 103 miles northeast of Harrisburg, 115 miles north of Philadelphia and 127 miles northwest of New York City.

The School District is governed by a board of nine School Directors who are citizens of the School District and who are elected to serve four-year terms on a staggered basis. The daily operations and management of the School District are performed by a central administrative staff, which is led by the Superintendent and the Business Manager who are appointed by the Board of School Directors.

The district serves a resident population of approximately 60,000. In 2012, the residents' estimated per capita income was \$31,687 on average, while the median family income was \$68,301. In examining the demographics of the district it is important to realize that the 69% of the district population is based in the city of Wilkes-Barre. The city and to some extent the surrounding communities have incurred a highly transient population in recent years.

The economic situation of the district as well as the entire area has been problematic in recent years. The city of Wilkes-Barre had nearly double the state average of residents living below the poverty level according to the 2010 census. The median household income in the city is \$30,777 which is over \$21,000 below the state level. The unemployment rate of Luzerne County is 6.7%, while the rate is 5.7% statewide.

The Wilkes-Barre Area School District provides basic educational services to approximately 6,800 pupils through the employment of 561 teachers and administrators. Enrollment is projected to increase to over 7,500 students by the year 2020. The special education population of the district is currently approaching 20%. The economically disadvantaged population is approximately 75%. Our ELL population is over 6%. The district operates five elementary schools, one junior high school and three high schools. James M. Coughlin High School has the largest student population in the district, with nearly 1000 students in grades 9 through 12 attending at its' annex and the Mackin Complex. Elmer L. Meyers Junior/Senior High School and G.A.R. Junior/Senior High School have nearly 900 students in grades 7 through 12. Solomon Plains Memorial Junior High School had a student population of 444 in 2015. Dr. David Kistler Elementary School had 954 students enrolled in 2015 followed by Solomon Plains Memorial Elementary with 874 students, Heights-Murray Elementary

with 787, Daniel J. Flood Elementary with 594 and Boyd Dodson Elementary with 538 students. The District also operates a STEM Academy located within Elmer L. Meyers High School. The Academy is currently composed of students from each of the district's high schools.

A number of Charter Schools also operate within the School District with one being a brick and mortar school.

The geographic area, in and around the Wilkes-Barre Area School District, is home to several institutions of higher learning, including: Misericordia University, Dallas, King's College and Wilkes University, Wilkes-Barre, Luzerne County Community College, Nanticoke, and Pennsylvania State University, Wilkes-Barre Campus, Lehman. These institutions provide instruction that can lead to associate, bachelor, master, and doctoral degree programs. High school students in the district have dual enrollment opportunities to fit their academic needs.

All schools offer a variety of programs for student participation, both academic and extra-curricular. Tutoring programs, remediation services as well as content area clubs exist in all schools. Service based clubs exist in all secondary schools. Musical performance groups exist in all schools and Drama clubs are available at the secondary level.

Planning Committee

Name	Role
Michael Corcoran	Administrator : Professional Education Schoolwide Plan
Corinne Drost	Administrator : Professional Education Special Education
Jamie Moska	Administrator : Professional Education Special Education
Tashara Sheperis	Administrator : Professional Education Special Education
Michael Sulcoski	Administrator : Professional Education Special Education
Michele Williams	Administrator : Professional Education Schoolwide Plan
Thomas Zelinka	Administrator : Professional Education Special Education Schoolwide Plan
Joseph Caffrey	Board Member : Professional Education Special Education
Denise Thomas	Board Member : Professional Education Special Education Schoolwide Plan
Patrick Patte	Business Representative : Professional Education Special Education

Gary Salijko	Business Representative : Professional Education Special Education
John Livingston	Community Representative : Professional Education
Ron Lloyd	Community Representative : Professional Education
Diane McFarlane	Ed Specialist - School Counselor : Professional Education
Mary Olszewski	Ed Specialist - School Psychologist : Professional Education
Sandy Atherton	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
MaryJo Petlock	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Melissa Styczen	Elementary School Teacher - Special Education : Special Education
Jeffrey Labatch	High School Teacher - Regular Education : Professional Education
MaryAnn Rizzo	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Denise DeMillier	Middle School Teacher - Regular Education : Professional Education
Merideth Falchek	Middle School Teacher - Regular Education
Carol Yedinak	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Linda Kulikowich	Parent : Professional Education
Megan Labatch	Parent : Professional Education
Robert Makaravage	Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan
Robert Makaravage	Student Curriculum Director/Specialist : Professional Education Special Education Schoolwide Plan
Michele Williams	Student Curriculum Director/Specialist : Professional Education Special Education Schoolwide Plan
Rochelle Koury	Student Services Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Non Existent	Non Existent
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Not answered	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Due to modifications in course offerings, for efficiency purposes and to address the shift from PA Standards to PA Core, curriculum revisions are ongoing. Career Education and Work and Family and Consumer Sciences are not applicable in the primary grades.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Non Existent	Non Existent
Civics and Government	Developing	Developing

PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Due to modifications in course offerings, for efficiency purposes and to address the shift from PA Standards to PA Core, curriculum revisions are ongoing. Career Education and Work and Family and Consumer Sciences are not applicable in the primary grades.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Developing
History	Accomplished	Developing
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Developing
English Language Proficiency	Accomplished	Developing

Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Due to modifications in course offerings, for efficiency purposes and to address the shift from PA Standards to PA Core, curriculum revisions are ongoing.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Developing
PA Core Standards: English Language Arts	Accomplished	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Developing
Economics	Accomplished	Developing
Environment and Ecology	Accomplished	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Developing
History	Accomplished	Developing
Science and Technology and Engineering Education	Accomplished	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Developing
English Language Proficiency	Accomplished	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Due to modifications in course offerings, for efficiency purposes and to address the shift from PA Standards to PA Core, curriculum revisions are ongoing.

Adaptations

Elementary Education-Primary Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology

*Unchecked answers**None.***Elementary Education-Intermediate Level***Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology

*Unchecked answers**None.***Middle Level***Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers**None.***High School Level***Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History

- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Teacher observations

Formative assessments as needed

Curriculum based assessments

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished
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Processes used to ensure Accomplishment:

Teacher observations
Formative assessments as needed
Curriculum based assessments
Common Local Assessments

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Teacher observations
Formative assessments as needed
Curriculum based assessments

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished
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Processes used to ensure Accomplishment:

Teacher observations

Formative assessments as needed

Curriculum based assessments

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

This narrative is empty.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors

Unchecked Answers

- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

The Wilkes-Barre Area School District administrative staff ensures instructional fidelity, provides teachers with professional development and support. Building and district administrators also complete daily walk-throughs within buildings with emphasis on the major subjects utilizing the Danielson pedagogy. In addition teachers are to have daily lesson plans available for review.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Peer coaching is in place in some grade levels however, it is limited due to availability of substitutes and scheduling issues.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

As of now, our instructional time used to meet students' needs is not as flexible as it needs to be due to limited resources (instruction specialists, aides, classroom teachers).

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation

Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

As of now, our instructional time used to meet students' needs is not as flexible as it needs to be due to limited resources (instruction specialists, aides, classroom teachers).

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible	Full

scheduling and differentiated instruction are used to meet the needs of gifted students.	Implementation
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If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The district is currently in the process of adopting a hiring policy that will focus on both recruitment and hiring of educators that would be the most effective in responding to the needs of the students. A change in practice is occurring where needs are met by reassignment of teachers to classrooms that require their areas of expertise.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	23.00	23.00	23.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	5.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:*Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to

discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X			X	
Civics and Government		X				
PA Core Standards: English Language Arts		X			X	X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X				X
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				X
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Chapter/Unit/District curriculum-based assessments	X	X	X	X
Scholastic Reading Inventory (SRI)	X	X		
PSSA		X	X	X
Keystones			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS Next	X			

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
DIBELS Next	X			
Chapter/Unit/ Quarterly Curriculum-based	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
GRADE	X			

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review	X		X	X
Instructional Coach Review	X			
Teacher Peer Review			X	X

Provide brief explanation of your process for reviewing assessments.

Subject-area supervisors, with a committee of teachers, review and edit assessments annually.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Standards-based assessments are district created and administered district-wide. The assessments are developed using PA Core standards and SAS.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Performance Plus, a web-based program, is used to build assessments, collect, analyze and share data while effectively allowing LEA leaders and instructional departments to make data-driven decisions. Curriculum is constantly modified based on data to ensure all students have the opportunity to reach their full academic potential.

eMetric and PVAAS data is utilized.

For GRADE, there are system generated reports. The data will be utilized on a classroom , grade, building, and district level.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Targets for Intervention - classroom and building level remediation is provided.

District generated local assessments are used for ability level grouping.

DIBELS Next data is used to pinpoint areas of weakness to be remediated during remediation periods.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.		X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.		X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

With the introduction of Data Teams at both the district and school levels, assessment results and best instructional practices are identified to link student success in mastering specific assessment anchors, eligible content and PA Core aligned objectives.

Acceleration courses have been developed within the secondary schools for identified students who did not demonstrate mastery on state and local assessments.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters				
Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

The district incorporates electronic and print formats in order to accommodate all parents/guardians, community members, and overall stakeholders. Course planning, calendar, scheduling, handbook, and overall district policies will be available via print and the district website.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Two Focus schools, Dr. David Kistler Elementary and E.L. Meyers JSHS, have been identified in the WBASD based on 2013 assessment results. A new comprehensive plan has been approved for each of these two entities to improve student achievement through growth and mastery. After-school programs have been implemented in both Focus schools. The most at-risk students will be identified for after-school services. A parent involvement component will be included in the after school programs. Additional resources will be provided to students in the Focus schools. Data teams meet regularly to analyze and address student progress.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The District will continue to utilize School-wide Positive Behavioral Support Programs at the elementary level in several of our schools. The success realized from our elementary initiative has prompted the district to expand the program to include high school. Teachers, administrators and staff in our pilot program continue to meet with team leaders to monitor the high school Positive Behavioral Support Program initiative, which is also school-wide. The District aims to continue and further expand upon School-wide Positive Behavioral Support programs. Data indicates that participating schools are realizing a reduction in the frequency and severity of disciplinary referrals. It is the belief of the District that increasing positive behavioral patterns in the school environment will facilitate time on task, improve student attendance, reduce time dedicated to disciplinary referrals, and improve academic performance.

In the District's Junior and Seniors High Schools, Student Assistance Program (SAP) teams meet regularly to review referrals, as well as, to develop appropriate interventions and recommendations that address the needs of individual students. These SAP programs are fully operational and specific SAP training continues to provide amended or revised

information for exiting team members and to acclimate new team members.

On the elementary level, individual school-based Child-Study teams work in conjunction with a Child-Find facilitator, guidance, school psychology, nursing, CSBBH, outside agencies and entities, and administrators to review and comprehensively discuss specific student concerns/needs that may be negatively impacting student performance within the school setting.

Students are referred for Child-Study team discussion by their teacher, parent or guardian, or administrators. The Child-Study teams meet regularly to discuss academic, social, familial and behavioral needs of particular students who may be at risk. The team develops a course of action to best address the needs of the students discussed. Recommendations may include a Child-Study monitoring process by the child's teacher(s) for the particular student. Information is provided to the parent/guardian about the monitoring process and a meeting is scheduled, at the parent's convenience, to discuss concerns and to develop strategies and interventions to best address their child's needs. An Action Plan with goal(s), strategies and responsibilities is developed at the meeting with the involved stakeholders. The student is then monitored for forty-five school days, in order to implement and monitor the success of the interventions and strategies.

Upon completion of the monitoring period, the classroom teacher completes an outcome of results report, providing specific data as pertaining to the success or non-success of the action plan. The outcome report is then provided to the Child-Study team to further examine and make recommendations to best address the academic/behavioral/social needs of the student. In order to provide more extensive training for Child-Study team members, the District currently provides additional SAP trainings to equip staff with additional and more comprehensive information as related to the development and implementation of appropriate student interventions.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

Awareness activities conducted annually to inform the public of the gifted education services and programs offered include the Harvest Festival that is held every November where the Special Education Department has an informational booth on all services provided. Also, there is a Parent Resources and Special Education pages on the Wilkes Barre Area School District website.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

Students in the Wilkes-Barre Area School District (District) are referred for gifted multidisciplinary evaluations: a) at the request of parents/guardians; at the request of school personnel when screening criteria suggest potential consistent with the definition of mental giftedness; c) when a hearing officer or court decision orders the evaluation.

Screening criteria to locate and identify gifted students begins during kindergarten with the administration of a group ability test and review of multiple criteria. Gifted referrals for all other grades include a screening process that includes individual administration of an instrument measuring intelligence as well as a review of multiple criteria. The districts screening and evaluation process meets the requirements of the Pennsylvania Department of Education Gifted Guidelines Revised in August 2012 to supplement 22 Pa. Code Chapter

16: Special Education for Gifted Students.

The District complies with all procedures and timelines for Chapter 16:

- a. Permission to evaluate is signed by the parents/guardian and the Gifted Student Referral and Data Collection form are completed by the student's referral team;
- b. The evaluation is completed by a certified school psychologist in accordance with federal and state regulations and in collaboration with the Gifted Multidisciplinary Team. The gifted evaluation consists of multiple criteria including intelligence testing, measures of achievement, review of rates of acquisition/retention, early skills development, intervening factors which may affect giftedness, teacher input, parent input, review of school records, etc. It should be noted that no one test or measure is used to determine giftedness.
- c. The Gifted Written Report is prepared using all evaluative data and a copy is provided to parents/guardians with the notice of Parental Rights for Gifted Students within 60 calendar days from the date that the LEA receives the written parental consent for evaluation. The Gifted Multidisciplinary Team may also hold a meeting at which the report is reviewed and distributed to parents/guardians and all team members.
- d. An Invitation to Attend GIEP meeting is sent to the parent/guardian with the Notice of Parental Rights. The GIEP team meeting is scheduled within 30 days of the date of the receipt of the Gifted Written Report.
- e. At the meeting, if the student is found to meet the criteria as an identified Gifted student, the GIEP is developed based upon the Gifted Written Report and a notice of Recommended Assignment is presented to the parents for signature. If the student does not demonstrate eligibility, a NORA is presented for continuation in regular education.
- f. The GIEP is implemented within 10 calendar days of the GIEP team meeting and the student begins to receive services.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

Once the student is referred for multidisciplinary gifted evaluation and parental permission is granted, the school psychologist is given the file. Information from teachers, parents, and if applicable, the student, is utilized to identify the strengths of the student. A certified school psychologist administers a standardized cognitive assessment and standardized achievement assessment (if necessitated) to determine the student's ability.

Parent/guardian and teacher checklists are used to describe the student's rates of acquisition and retention. Curriculum based assessments may include PSSA's, Keystones, writing samples, grades, DIBELS, depending on the grade level. If there are any intervening factors such as the student's native language, learning disabilities, or medical concerns, the school psychologist notes them in the comprehensive report. All of these criteria and factors are considered when determining if the student meets the multiple criteria in Pennsylvania for gifted identification. The district uses the following criteria: an IQ of 130

standard score; IQ standard score of 125 or above with achievement of 125 or more; a General Ability Index of 125 or more. The student's score is considered in conjunction with a faster than average rate of acquisition and retention, and documentation of special interests/aptitudes.

The assessment information is compiled into the summary report known as the gifted written report and presented to parents/guardians within the sixty-day timeline prescribed in the regulations. A team meeting is scheduled to discuss the assessment data in the report and to make recommendations for educational services to meet the needs of the student. If applicable, a gifted individual education plan (GIEP) is written which describes the student's area(s) of strength and whether the student needs to be accelerated, enriched or both in his/her strength area.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

The gifted programs being offered in the subject areas provide opportunities for both acceleration and enrichment dependent upon the student's achievement and determinations of the GIEP team.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

While the Wilkes-Barre Area School District does not formally use the RtII model for the diagnosis and identification of students who may qualify for special education under the exceptionality of Specific Learning Disability, the District does incorporate the use of RtI for

universal screening, data collection and analysis, remediation and progress monitoring throughout the Child Find process as well as during academic instruction. The Districts support the use of RtI to assist in collecting and analyzing data that will drive instructional decisions and create meaningful student achievement goals within the classroom setting. While the District implements a comprehensive array of formalized career awareness and development/planning programs for secondary students, informal information is provided by guidance counselors to elementary students through small group reviews of individual skill strengths and needs as well as goal setting for various professions; various programs that introduce students to community professionals and the *World of Work*; the use of technology to review the work of various community professionals, etc. The elementary guidance counselors are also holding career day awareness programs.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

At the Junior and Senior High School Levels, SAP (Student Assistance Programs) teams meet regularly to review referrals as well as to develop appropriate interventions and recommendations that address the needs of students. These programs are fully operational and SAP staff training continues to update exiting team members as well as to orient new members. At the elementary levels, school-based child study teams are in place in all five schools. These teams meet on a weekly basis to review teacher concerns in order to recommend instructional interventions that address the academic and behavioral needs of students at risk. Currently, the elementary school-based team members have been attending SAP trainings to provide additional and more comprehensive information to assist in improving diagnostic, intervention, and referral services.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
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Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X
FACES program	X	X	X	X

Explanation of consultation and coordination services:

Community consultation and coordination is also provided through the District's unique FACES (Family And Community Enrichment Services) of Wilkes-Barre Program which targets school wide prevention of problems and improving our schools by focusing on facilitating the social and emotional development of all students. Through the use of family outreach, community agency involvement, education, school wide initiatives, and systematic screening and intervention, the program works to enhance resiliency, re-engage disconnected students, address barriers to learning, and create safer and healthier schools for all. This program is a district wide initiative created in 2011 that encourages collaboration with community agencies, families, and the school to create positive school climates and develop effective programs for all. Additionally, our annual Harvest Festival showcases various community agencies/centers, including Early Intervention programs, who are present to provide information on their services to our students, families, and the community.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X

Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Collaboration for Interventions (CF 5.10) (DLGZ 5.4)

The Wilkes-Barre Area School District works in conjunction and collaboration with classroom teachers, guidance counselors, school staff, agencies and individuals providing interventions and monitoring to address student needs and academic progress. Child Study

and SAP (Student Assistance Program), offered through the district's Pupil Personnel Services Department, are two specific programs that assist in identifying and addressing students at risk.

In addition, the Wilkes-Barre Area School district recognizes that in order to be successful in school, students need support from both the home and school. A strong partnership with parents/guardians can make a great difference in a child's education. Therefore, the District strives to create a stronger school and educational experience for students by means of developing and fostering school/parent/community partnerships. Programs such as Family Literacy Nights, Study Skill Nights, Parent Workshops, Community /School Carnivals, Summer Reading Programs, Harvest Festivals, Summer Remediation and Enrichment Programs, Community Food Banks, Clothing and School Supply Drives, and Holiday Meal Give-Aways are held to foster our partnerships. The district provides additional avenues for parents and guardians to review the progress of their children as schools and families work together in the educational process.

Child Find –

Child Find is a federally mandated component under the Chapter 14 regulations of the Individuals with Disabilities Education Act (IDEA). IDEA requires all states to identify, locate and evaluate all children with disabilities from birth to 21 years of age who are in need of early intervention or special education services. IDEA requires all states to have a comprehensive child find referral system.

Child Study is a pre-referral process for students who are demonstrating academic or behavioral needs which may be affecting their educational performance. The district's Child Study Teams are multidisciplinary groups of school professionals who meet with parents/guardians to organize resources and develop goals and plans to assist students experiencing learning or behavioral difficulties in the regular education setting. The primary goal of the Child Study Team is to share information and create strategies in order to develop and implement interventions that will address and hopefully resolve a student's academic and/or behavioral difficulties within the regular education school environment. The teams work collaboratively with parents/guardians to assist their child in achieving optimal success in his or her educational environment.

The Child Study Team members embrace the philosophy that:

- All students can learn
- Educators are responsible to teach them
- Collaboration and innovation can make a difference
- Parents/guardians are partners
- Student needs should be addressed in the regular education setting whenever possible

By working with the student in the child study process, the CST strives to assist at-risk students to remain and succeed in their regular education settings, while decreasing unwarranted referrals to special education.

The Child Study Team Manual, which has been provided to all teachers in the Wilkes-Barre

Area School District, explains the process of the CST and includes samples of the referral, action plan and data forms. A step by step checklist is provided for teachers to reference, as well as samples of suggested research-based intervention strategies commonly used to intervene with students who are experiencing academic or behavioral difficulties. Wilkes-Barre Area employs a Child Find Teacher who facilitates the process.

Pennsylvania's Student Assistance Program (SAP) is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs and mental health issues which may pose a barrier to a student's success. The primary goal of the district's Student Assistance Program (SAP) is to help students overcome these barriers in order that they may achieve and remain within the regular education school environment. While Student Assistance Programs exist in other areas of the country, the structure and operation of the program in this district is a unique expression of an integrated model serving the needs of students and their families.

SAP is a systemic process using techniques to mobilize school resources and remove barriers to learning. The core of the program is a professionally trained team, including school staff and liaisons from community alcohol and drug and mental health agencies. SAP team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. The student assistance team members do not diagnose, treat or refer to treatment; but they may refer for a screening or an assessment for treatment.

In addition to these programs, schools within the district hold building- level Inclusion meetings. These meetings provide a forum for regular education and special education teachers to review and discuss any concerns regarding a special education student and any difficulties/concerns they may be experiencing. The District also employs a district-wide Inclusion team to further address and collaborate on issues related to students receiving special education services.

Progress reports, Skyward Family Access, and parent conferences/contacts are also means of communicating with students and their families. Many educators also develop individual classroom websites to further communicate with parents/guardians. Through these sources of communication, parents/guardians are made aware of student progress. They may contact the school to meet directly with teachers at a designated time.

The Skyward Family Access System affords parents/guardians access to a student's daily progress. Parents can log on for current test/quiz grades, attendance, and graded homework assignments.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the

community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Community Coordination

The Wilkes-Barre Area School District coordinates with community operated infant and toddler centers and pre-school early intervention programs during the Early Intervention Process. This process involves the Director of Administration and Student Services, Director of Special Education, school psychologists and other school personnel who meet with coordinators, staff, and parents of students who are attending infant and toddler centers and early intervention programs. After meeting with each family and the individuals who work with the child, a determination is made regarding if the student is in need of an educational evaluation to help address the child's needs. If an educational evaluation is deemed necessary, coordination continues with the early intervention program or center during the evaluation process and a Multi-Disciplinary Team Meeting is held to discuss the most appropriate educational placement to meet the child's needs upon transitioning into Kindergarten. Recommendations are also provided to help in the development of an IEP (Individualized Educational Plan) that is based on the child's strengths and needs. In other situations, the district will associate with child care and early intervention programs to provide information and coordinate services to families who may need them on an individual basis.

Community coordination is also provided through the FACES (Family and Community Enrichment Services) of Wilkes-Barre Program which targets school wide prevention of problems and improving our schools by focusing on facilitating the social and emotional development of all students. Through the use of family outreach, *community agency involvement*, education, school-wide initiatives, and systematic screening and intervention, the program works to enhance resiliency, re-engage disconnected students, address barriers to learning, and create safer and healthier schools for all. This program is a district wide initiative created in 2011 that encourages collaboration with community agencies, families, and the school to create positive school climates and develop effective programs for all. Additionally, our annual Harvest Festival showcases various community agencies/centers, including Early Intervention programs, who are present to provide information on their services to our students, families, and the community. For the 2015-2016 school year there were over 40 community agencies in attendance offering information about their resources for students and their families.

1. Child Care

The district coordinates with child care programs that are dedicated to providing families with safe, quality supervision and education while their parents are at work. Specifically, Wilkes-Barre Area School District coordinates with the following programs:

Luzerne Intermediate Unit 18 Project Mom and Father's Program – For students in 9th-12th. This program provides parental and career counseling, day-care services and referral services for students who are expecting a child. Aside from meeting with students twice a month, the program directors also help find colleges or training programs if the students want to continue their education.

Building Blocks Before and After Care Program- The Wilkes-Barre School District established a partnership with Building Blocks Learning Center in three of the five elementary schools. This program is before school and after school and provides the student with support in the content of the classes they have in school as well as help with homework. The program goes beyond being a day care. It is a learning center.

Pre-K Counts- PA Pre-K Counts is designed for children who are between age 3 and until the entry age for kindergarten; and live in families earning up to 300% of the federal poverty level, (or a family of four earning \$72,900). Quality pre-kindergarten prepares children for reading and math, but also for paying attention, following directions and getting along with others. There are currently two Pre-K counts programs located within Wilkes-Barre Area Elementary Schools.

Hazleton Early Intervention – Wilkes-Barre Area partners with Hazleton Early Intervention programs. These programs are a year-round, comprehensive and collaborative system that optimizes children's development, supports the family's responsibility and enhances their capacity to care for their child. A variety of need-based services for eligible young children are provided in the least restrictive environment, which may include the home, preschool, Head Start, a specialized class or a combination of these. Early Intervention [Services](#) range from direct to consultative in nature. Related services to children include support in the areas of speech, hearing, vision and behavior along with assistance with psychological evaluations and assistive technology. Services are provided when the Individualized Education Program (IEP) team determines the child has a specific need for our respective services. These services are available to children ages 3 to beginners who meet the [eligibility](#) criteria of a 25% delay in one or more of the five developmental areas.

CYC-The Wilkes-Barre Area partners with the CYC for before and after care for our students. Childcare Programs Include: High Reach Learning Curriculum, Physical Education Classes, Library and Learning Center, Field Trips & Seasonal Programs, Swim Lessons (Optional). The CYC Childcare Program begins early Monday morning and continues operation 24 hours a day through Saturday morning. The program is designed to accommodate parents and families who work 1st, 2nd or 3rd shift. Children 6 weeks through school age may be enrolled. The Childcare Program has access to the entire facility which includes 2 gymnasiums, 2 playgrounds, outdoor park, and library.

1. *After school programs*

The district coordinates with multiple after school programs in the community to encourage positive behavior and wellness, foster learning strategies, and help students develop appropriate skills to help them be successful academically and socially. Specifically, Wilkes-Barre Area School District coordinates with the following after school programs:

The Bridge Truancy Intervention Program- For students in 6th-10th grade, ages 12-16. This program is designed to operate as a preventive step before legal and/or child welfare

system involvement. They conduct comprehensive family assessments, collaborate with the school and other programs, and enhance strengths and develop skills for positive communication, develop personal and vocational goals, and encourage positive extracurricular activities.

Center of the Village- For students in 1st-4th grades. This program strives to make children feel welcomed, valued and safe as they grow and develop. It exposes children to activities, events, and experiences that will complement those provided in the home setting. Children are provided with one-on-one academic tutoring, reading assistance, arts and crafts, physical activities, nutritional snacks, life skills, learning situations for independent exploration, and free play time.

Community for Economic Opportunity (CEO) Kid's Café- For students in Kindergarten -6th grade at the elementary school level. Assist students with homework, provide age appropriate activities, and meals for students.

King's College Juvenile Justice Mentoring Program- For students in grades 6th-12th, ages 12-17. This is an innovative peer mentoring program for Luzerne County juveniles who are first times non-violent offenders, have truancy issues, or other students who may be taking part in high risk behaviors. College students under the supervision of College faculty provide one-on-one mentoring on homework and provide opportunities for the juveniles to be exposed to a variety of educational, vocational, and community based activities.

SHINE- The after-school program is for students in kindergarten through eighth grade. The curriculum is project-based STEAM — Science, Technology, Engineering, Arts and Mathematics. Wilkes University is the Luzerne County program's administrator.

PROSPER Strengthening Families- An evidence-based family skills-building curriculum for parents and their pre-adolescent children. The program focuses on building life skills in youth, including stress management, conflict resolution, and communication skills. It aims to enhance parenting skills and promote effective parenting styles. It has been proven to strengthen family bonds, promote positive communication, and enhance the ability to solve problems together. The youth sessions also include topics such as identifying positive goals for the future, appreciating parents, managing stress, following rules, and resisting peer pressure.

PASS- PASS is a program designed to reduce school truancy among middle school and high school students in Luzerne County. Participants in the PASS program are students who have been identified by school authorities or by representatives of juvenile court for their excessive truancy from school or for exhibiting behaviors that typically place students at risk for truancy. Once they have been identified, those students are referred to the PASS program case manager, who contacts the family and initiates a first meeting. Participants begin by taking part in an intake interview with their case manager and family members to assess their needs and develop a case plan. Subsequent meetings may include: helping students determine their academic and vocational goals, assisting participants in creating plans to achieve those goals, and providing referrals to appropriate community resources.

Big Brothers/Big Sisters- The Wilkes-Barre Area School District partners with Big Brothers Big Sisters of the Bridge to provide high quality mentoring services to the children and families of Northeastern Pennsylvania. Mentors come to the schools after the school day

ends to provide mentoring opportunities for their assigned mentees.

CEO Traveling Food Bank-The Harry & Jeanette Weinberg Regional Food Bank services charitable organizations by providing food to alleviate hunger and promote proper nutrition, particularly among children and the elderly. Once a month the travelling food bank arrives at two district elementary schools after the school day has ended to provide bagged food items for our students and their families.

3. Youth workforce development programs

The district coordinates with youth workforce development programs in the community to encourage student success after graduation. Specifically, Wilkes-Barre Area School District coordinates with the following programs:

The Bridge Project Mom- This program works with female students in 6th-12th grades in middle and high school to help coordinate child care, provide parenting skills, encourage high school graduation and college enrollment.

Children and Youth Independent Living and Assistance- For 12th grades students. This program helps students who reside in group homes and foster care become self-sufficient, learn to live independently, and gain meaningful employment.

Head Start Program- This program assists 9th grade students to get back on track because they are failing or struggling academically, and it also allows students explore shop classes throughout freshman year.

Reach Hei-For 10th grade students from low-income families who are interested in the medical field. The Commonwealth Medical College (TCMC) created The Regional Education Academy for Careers in Health-Higher Education Initiative (REACH-HEI) to provide a pathway from school through college for students in Northeast PA who are interested in health-related professions.

ResCare Workforce Services- For 11th grade students from low income families or those receiving public assistance. This program helps students to increase job readiness skills and obtain employment.

STEM (Science, Technology, Engineering, and Math)- For students in 9th-12th grade from low income families that are interested in STEM to introduce them to those fields. The program provides students with career exploration in the fields of science, technology, engineering, and math and also has a literacy and finance component.

Talent Search- For 12th grade students who are first generation college students. This program helps students identify their career interest, develop work related values, enhance decision making skills, understand financial aid, and discuss training and education options. Additionally, students will also attend college and career related trips.

Upward Bound- For 11th and 12th grade students from low income families. This program gives young people the opportunity to succeed in high school and prepare for college. It also improves and builds academic skills, provides students with information to help choose and apply to college, and teaches motivation skills and responsibility.

Wilkes-Barre Area Career and Technical School- For 10th-12th grade students. This program assists students to find a trade and develop those skills necessary to become employed after completion of the program.

W.E.B.S Program (Women Empowered by Science)- The Wilkes-Barre Area School District

partners with Wilkes University for their Women Empowered by Science Program. The program is open to 7th and 8th females who are interested in pursuing careers in Science. The girls participate in hands-on labs with Wilkes University teachers and students. In a chemistry lab, they created various potions, and in an environmental lab, they studied seeds. The girls look forward to returning to Wilkes for three more labs this semester culminating in the construction of solar powered cars.

College Visits-School counselors working in the district high schools arrange college visits for students in 11th grade who are beginning to explore their higher education options. The students are taken on tours of local colleges and universities, introduced to students currently enrolled, and given the opportunity to ask questions as they explore their future plans.

PATHWAYS curriculum-The Wilkes-Barre Area school district has implemented a transitional course for students in 7th and 8th grades which aims at easing the elementary to middle school transition. Topics covered in this course are general school rules, social skills, organization and planning, dress code, study skills and career exploration. The course instructors are the school counselor and dean of students. Having the counselor and dean acting in this capacity aims to be proactive in building positive relationships with school personnel.

Pathways to Success- Similar to upward Bound, middle school and high school students in grades 7th through 12th are given the opportunity to succeed in high school and prepare for college through this mentoring program. This specific program is designed for the Hispanic population and aims at building academic skills as well as the skills necessary to be successful in a higher education setting. The goal of the program is to expose Hispanic students to a unique learning environment that includes the mentoring relationship, creative programming developed by mentors and staff, and extracurricular activities in a college environment.

4. Tutoring

The district coordinates with various tutoring programs in the community to encourage effective study and homework habits, organizational skills, and help students develop academic skills. The Wilkes-Barre Area School District coordinates with these tutoring programs:

10th Period- Students in 7th -12th grade are able to stay after school for 10th period to receive tutoring from their teachers in specific subject areas that they may be struggling in.

King's College Hispanic Outreach- Brother Stephen and King's College students work with students in 1st through 4th grade to provide them with tutoring services.

College Misericordia After School Tutoring- Program is offered for 5th and 6th grade students. Students work on homework and additional reading and math skills with a college aged tutor.

The McGlynn Learning Center: The America Reads/America Counts program-The after school program in the Mineral Springs housing complex in Wilkes-Barre is a daily tutoring program with more than 30 trained Misericordia University students providing tutoring and homework assistance. In addition, other students from clubs and organizations drop in at the community sites to provide homework help.

Peer Tutoring- Available for students in Kindergarten -8th grades at the elementary level and middle school level. Select peers work with students to help increase their academic skill set in particular subject areas depending upon the need of the student. At the high school level for students in grades 7th-12th, senior members of the national Honor Society are available to assist students in all subject areas.

Sister Lucille- For students in Kindergarten-12th grade. Students receive tutoring services for areas in which they are struggling.

Socio Economic Status Tutoring Program-Students attending lower achieving schools can receive tutoring services if their school teachers provide tutoring services K-2 reading 3-12th reading math.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Wilkes-Barre Area School District works in collaboration with Luzerne County's Early Intervention Program. Each year in January, a "Meet the District" night is held where a panel of educators and parents discuss the transition process and answer questions regarding school aged procedures. In February, a transition meeting, with parents and service providers is held. At this time, it is determined whether age-eligible children will be moving on to kindergarten. If the child is moving onto kindergarten, a comprehensive psycho-educational evaluation will be completed by the district. If the child meets eligibility requirements, an individualized education plan is developed. The district works in collaboration with all involved agencies to ensure a smooth transition to Kindergarten. District psychologists will conduct psychoeducational evaluations for any child residing within the Wilkes-Barre Area School District who is suspected of having a disability. Special attention is given to children as they transition to Kindergarten. Psychologists and IEP teams are made aware of students who are currently receiving Early Intervention services during the scheduled transition meetings. However, there are often students with suspected disabilities who enter Kindergarten and are not currently receiving services. During Kindergarten registration, the school counselor conducts a parent interview to determine the child's strengths and needs as part of an active child find process. If the team determines that the child is "thought to be exceptional", a permission to evaluate is issued. Every effort is made to accommodate the student and the family in regard to the evaluation setting and process. The district utilizes TransPerfect translation services to communicate information

effectively with families whose first language is not English. Often times, students are evaluated in their pre-school setting however, if the child is not yet enrolled in an educational program, the evaluation is conducted in an alternate location. This process is in place to ensure that all students' needs are being met as they enter the school-aged setting, regardless of their previous educational history.

Wilkes-Barre School District partners with Luzerne County Head Start to provide quality Pre-Kindergarten programs to families in need. Preferential enrollment is given to students with disabilities.

The district also partners with the United Way in the "Success by Six" program. The program offers transition events for incoming Kindergarten students.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Subject-area supervisors and coordinators continue to make curriculum revisions based on individual student, school and district data to meet the needs of our student population.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Subject area supervisors and coordinators continue to make curriculum revisions based on individual student, school and district data to meet the needs of our student population.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Subject area supervisors and coordinators continue to make curriculum revisions based on individual student, school and district data to meet the needs of our student population.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Subject area supervisors and coordinators continue to make curriculum revisions based on individual student, school and district data to meet the needs of our student population.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in

	less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

District leaders are currently providing leadership and guidance toward greater use of SAS materials and resources.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district

	classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of

	district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

District leaders are currently providing leadership and guidance toward greater use of SAS materials and resources.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms

PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district

	classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

District leaders are currently providing leadership and guidance toward greater use of SAS materials and resources.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in

	less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
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American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

District leaders are currently providing leadership and guidance toward greater use of SAS materials and resources.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use	X	X	X	X

appropriate data to inform decision making.				
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

The District is committed to an ongoing and sustained plan using district resources as well as training from appropriate outside providers to meet the needs of our professional employees. Employees are provided with incentives to expand their knowledge base. District administrators serve as mentors to those seeking advancement in the field.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/24/2016

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/27/2015
The LEA plans to conduct the training on approximately:
11/16/2016

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
11/16/2016

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Data teams meet on a regular basis to ensure data-driven decisions apply when selecting professional development topics. Professional development is provided once per month in all district schools.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Ongoing support will be provided through PLCs. To address the validity of professional development we have incorporated online surveys. Survey results are reviewed by district administrators and data teams.

Induction Program*Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The district has an induction program in place. The inductee is assigned to a peer mentor who guides the inductee in acquiring the competencies set forth by the district. The administrators provide support through the use of walkthroughs and formal and informal evaluations.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.

Unchecked answers

- Inductee survey (local, intermediate units and national level).
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

Data teams and administrators not only review data, but help implement strategies to aid inductees to make data-driven decisions.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

We are currently developing online tools to incorporate portfolios, surveys and various research based instructional models.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

District mentor program adheres to district policy.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X			
Safe and Supportive Schools	X	X	X			
Standards	X	X	X			
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X	X			
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X		X	X

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

A Needs Assessment has been created. Data will be analyzed.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **1470**

Identification Method

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

The Wilkes-Barre Area School District uses the Pennsylvania Special Education Regulations for the determination of SLD. This criteria is derived from the federal IDEA regulations (300.309). There are four factors to consider when identifying a student as eligible for special education under the category of SLD. An assessment of each of these components is required to ensure that the evaluation is comprehensive, as required by federal and state rules. An evaluation team must determine if the student meets the inclusionary criteria of the SLD definition and rule out exclusionary factors of this disability category. The first inclusionary factor requires school districts to determine whether the student "does not achieve adequately for the child's age or meet state-approved grade-level standards" in eight areas of functioning. The Wilkes-Barre Area School District uses this traditional ability-achievement discrepancy approach for SLD determination.

In regards to exclusionary factors, both the federal and state regulations require documentation that the student's academic and/or performance problems are not the result of a lack of instruction, other disabilities or conditions, or cultural factors and/or limited English proficiency. These exclusionary requirements pertain to all evaluations done by the Wilkes-Barre Area School District. A student must meet the criteria under each factor of the SLD definition in order to qualify as a student with specific learning disabilities.

The Wilkes-Barre Area School District's multidisciplinary evaluation team consists of a school psychologist, Local Education Agency (LEA), and a regular education teacher. The team may include a Related Service provider only if deemed necessary as part of the particular student's evaluation. The team documents the following information: 1. The extent to which the student is not achieving relative to age or State grade level standards, and 2. Whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability, achievement, or relative to age or grade.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Emotional Disturbance is a disability category within Wilkes-Barre Area School District that is disproportionate to the state average. Under IDEA, Emotional Disturbance can be categorized as a condition exhibiting one or more of five characteristics. These characteristics are of sufficient intensity, frequency, and duration that interferes with educational performance to a significant degree that the provision of special education services are deemed necessary.

In order to address this category, the district is implementing a Behavioral Intervention Model which is designed to meet the needs of our students with Emotional Disturbance. This model is using an Applied Behavior Analysis (ABA) approach to improving socially-significant behaviors. Under our contractual relationship with the Student Services agency, we are structuring our behavioral program by assessing the functional relationship between behaviors and environmental factors. By decreasing the occurrences of significant behaviors, our students will gain more time focusing on increasing their academic and appropriate social skills.

Non-Resident Students Oversight

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

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?

Once a student enters a facility that qualifies under Section 1306, a case worker will register the student with our Central Registration office at our district administration building. The case worker will then indicate if the student is a special education student. Once the

registration process is complete, our special education department will then be notified that the newly registered student falls under Section 1306. The department will then send a request for all special education records to the previous school district. Wilkes-Barre Area School District's Director of Special Education and Special Education Coordinators will then review all special education records and place the student in the most comparable program to the one he/she was most recently in. The IEP team will then implement that program, collect data, and determine the continued appropriateness of that program for the student.

2. How does the district ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

The Wilkes-Barre Area School District is committed to educating students in the least restrictive setting to the maximum extent possible. The district continues to utilize the IEP team approach and considers the full continuum of supports and available services when determining a student's educational placement. Suggested educational placements ranges from least restrictive to more restrictive, but never requires "most restrictive". The student is not educated in the regular education environment only when satisfactory progress is not achieved with the use of the available supplementary aides and services.

The district also offers a continuum of services in collaboration with the Luzerne Intermediate Unit (LIU # 18) and programs in neighboring districts for those students who need more intensive services than those offered at Wilkes-Barre Area.

The process that the district uses, and will continue to use in the future, is to bring all service agencies together to collaborate on the "nature" of the particular student. This includes school based services, as well as home-based services. Parents will continue to serve as an integral part of the process.

3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

No problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code.

Incarcerated Students Oversight

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

The Wilkes-Barre Area School District is following with IDEA and FAPE with regards to incarcerated youth. Wilkes-Barre Area School District will comply with "child-find" obligations and will utilize appropriate evaluation procedures to determine the eligibility and educational needs of the inmates. Once identified, the Wilkes-Barre Area School District will implement and develop an Individualized Education Plan (IEP) in accordance with state and federal laws. Also, the Wilkes-Barre Area School District will obtain information from the PennData database to further determine the inmates eligibility for special education services.

Least Restrictive Environment

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

1. Wilkes-Barre Area School District has adopted an inclusionary philosophy. The Wilkes-Barre Area School District Special Education Curriculum is that of the regular education curriculum (which is tied to state standards) with a listing of suggested adaptations and accommodations. This allows those students who are being instructed in the special education classroom the opportunity to transition back into the regular education classroom when they have acquired the skills and strategies to be successful in the general setting. Our approach to inclusion has been most proactive. We currently have inclusion teams in each of our buildings. In addition there is a district wide inclusion council. These meetings are as a forum to receive new updated information from state, brainstorming problems, exchange of ideas and to establish a unified district approved on certain issues. The district ensures that, to the maximum extent appropriate, children with disabilities are educated with non-disabled children, and that the removal from the regular education environment only occurs when education in that setting with supplementary aids and services, can't be satisfactorily achieved.

Pre-referral educational support and special education services are provided in the regular education classroom environment by teachers at all grade levels. Needed special education services are provided within the context of the regular education classroom to the

maximum extent possible in order to ensure that students are exposed to and can progress adequately within the regular education curriculum.

These supplementary aids and services include but are not limited to the following: adaptations and modifications to the physical environment, modified curricular goals based on individual student needs, alternative ways for students to express learning, test modification, alternative materials and/or assistive technology, instruction on functional skills in the context of typical routines in the regular education classroom, varied methods of presentation, researched-based supplementary materials and instructional adaptations, para professional staff support in the regular education classroom.

2. The Wilkes-Barre Area School District utilizes site based training, consultation and technical models of assistance available through PATTAN and the LIU 18, and opportunities that are available through other private concerns. Training of all team members is on a continuous and ongoing basis. The district provides education and on-site training with guided practice for all new staff, paraprofessionals, instructional staff, and related service providers. The following initiatives enhance or expand the continuum of supports/service and education placement options available within the district to support students with disabilities access to the general education curriculum:

- All school district staff attended staff development on Response to Intervention. All staff is aware of strategies that enable a student to participate in the general curriculum.
- All staff in the school district will be trained on the legal obligations and practical implications of least restrictive environment.
- The special education staff has been trained on Functional Behavioral Assessments.
- Paraprofessional staff support students in the general environment. The district paraprofessional staff have completed the competency checklist. Paraprofessional staff also attend district staff development.
- Co-teaching is occurring on a limited basis in all of our buildings.
- The school district has initiated a school based data team process.
- Parents receive printed information on LRE on a regular basis, and are made aware of the advantages of LRE.

In addition to the above, the district has instituted the following special programs and initiatives:

- Implementation of a year-long Wilson Reading Training model. This is under the direct supervision of the Wilson Language Training Corporation. The Wilson Reading System (WRS) is a researched-based reading and writing program. It is the flagship of the Wilson Language Training and is based on Orton-Gillingham principals. WRS is a highly structured remedial program that directly teaches the structure of the language to even the most

challenged readers. The outcome of this training is to help our most struggling readers to become fluent and expressive readers.

- Enrollment in the Pennsylvania Autism Initiative (PAI) through the partnership with PaTTAN, Step by Step, and an appointed BCBA. This programming is viewed as one of the state's successful programming for students with Autism.
- Implementation of a Behavioral Intervention Model which is designed to meet the needs of our students with behavioral needs. The model utilizes an Applied Behavior Analysis (ABA) approach to improving socially-significant behaviors.

3. In order to meet these targets, the district is considering a full continuum of services available to ensure the student is educated to the greatest extent possible with students without disabilities. Supplemental aids and services are provided according to the areas of need outlined in a student's Individual Education Plan to support his/her participation in the least restrictive environment. The district is continuing to provide training to all team members on an ongoing basis to address these needs.

The district is continuously monitoring the amount of students that require an out-of-district placement. The district regularly communicates with program providers to ensure the needs of the students are being met. It is always a goal of the district to have the students transition back to the home district and subsequently the least restrictive environment.

In addition, the district has opened more specialized classrooms within our district buildings. This limits the need for out-of-district placements.

Behavior Support Services

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

School-wide Positive Behavior Support (SWPBS) is being utilized in several of Wilkes-Barre Area school district's buildings. SWPBS is a team based systematic approach in teaching behavioral expectations throughout the school. It is based on a proactive model which teaches the behaviors, reinforces and recognizes students who are able to model these behaviors, and has systems in place to support students who have a difficult time or may present with more challenging behaviors.

School-Based Behavioral Health Services are in all five of our elementary school buildings and in one of our junior high school buildings.

Any special education student who exhibits significant behaviors that interfere with appropriate functioning within educational settings must have a Positive Behavior Support Plan (PBSP) included within the student's Individualized Education Plan (IEP). In order to support these special education students and the staff working with them, the district is implementing a Behavior Intervention Model which is designed to meet these students' behavioral needs. Under the contractual relationship with the Student Services agency, we are structuring our behavioral program by assessing the functional relationship between behaviors and environmental factors.

In addition, all faculty members received training from JKM Training, Inc - The Safe Crisis Management Training Company. JKM provided a comprehensive continuum of prevention, de-escalation and safe emergency intervention strategies for responding to aggressive behavior in schools. Safe Crisis Management® "SCM" is a comprehensive training program focused on preventing and managing crisis events, and improving safety in schools. Safe Crisis Management has a trauma-sensitive approach with emphasis on building positive relationships with individuals.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

Ensuring FAPE/Hard to Place Students

Wilkes-Barre Area School District offers a wide continuum of services and supports for students with disabilities including the following: Itinerant and Supplemental Learning Support, Itinerant and Supplemental Emotional Support, Itinerant, Supplemental and Full-time Autistic Support, Supplemental and Full-time Life Skills Support, and Speech/Language

Support. In addition, the district has opened and is planning to open more specialized classrooms within our district buildings. This will limit the need for out-of-district placements.

When the districts encounter students that it finds difficult ensuring FAPE to, it would utilize several resources including but not limited to the following:

- Collaboration with the Luzerne Intermediate Unit and/or programs from neighboring districts.
- Contact the local county office to coordinate a CASSP meeting to gain assistance with mental health and community resources that can be used to meet the particular needs of the identified student.
- Contacting the Regional Interagency Coordinator (RIC) to discuss any potential Cordero placements.
- Coordinate with PaTTAN, Luzerne Intermediate Unit #18, or private organizations to provide training for those teachers who have students with intensive needs in their classrooms.

The process that the district uses, and will use in the future, is to bring all service agencies together to collaborate on the "nature" of the particular student. This includes school based services, as well as home based services. Parents serve as an integral part of the process. Suggested educational placements range from least restrictive to more restrictive, but never require "most restrictive".

Strengths and Highlights

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

Current Program Strengths and Highlights

- The Wilkes-Barre Area School District's greatest strength comes from the commitment to provide the best educational programming to students. In addition to the specialized classrooms that the Wilkes-Barre Area offers, the district strives to provide programming to meet the needs of the individual student. The district attempts to maximize the absolute least restrictive environment for all special education students.
- The district strives to provide a team-based approach regarding programming and addressing students' strengths and needs.

- Wilkes-Barre Area School District has a long time adoption of an inclusionary policy and as a result each elementary and secondary school building has an inclusion team with district-wide inclusion council represented by both special education and regular education teachers and administrators.
- The district utilizes scientifically-researched based reading programs and strategies for grades K-12. Summative and formative assessments are aligned with PA state standards.
- The district is actively involved in community events and outreach. The district strives to provide the families with all available outside resources.
- The district works with Luzerne Intermediate Unit #18 and private organizations to provide a broad range of training opportunities for our teachers, staff, and parents.
- The district works with the Luzerne Intermediate Unit #18 to provide transition opportunities for students. These transition programs include but are not limited to:
 - Community Based Vocational Training
 - Vocational Transition Shop
 - METS program
 - Dream Green Farm
 - Document Destruction Depot
 - CORE program-Luzerne County Community College
 - Lowes Warehouse program

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Luzerne County Correctional Facility	Incarcerated	Wilkes-Barre Area School District	7
Bennett Home	Nonresident	Wilkes Barre Area SD	8
Valley Youth House	Nonresident	Wilkes Barre Area SD	12
Institute for Human Resources	Nonresident	Wilkes Barre Area SD	3

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Alternative Learning Center	Other	Emotional Support, Learning Support	29
Dallas Middle School	Neighboring School Districts	Emotional Support	6
Fairview Elementary	Neighboring School Districts	Autistic	3
Greater Nanticoke Area Educational Center	Neighboring School Districts	Emotional Support	3
Lee Park Elementary	Neighboring School Districts	Autistic	2
Lighthouse Academy	Special Education Centers	Emotional Support	3
Luzerne County Community College	Other	MDS	1
Martin Mattei	Neighboring School Districts	Life Skills	14
Pittston Primary	Neighboring School Districts	Autistic	2
Ross Street	Neighboring School Districts	Emotional Support	1
St. Joe's Oblates	Special Education Centers	MDS	1
State Street	Neighboring School Districts	Autistic	5
Wilkes-Barre Vo-Tech	Neighboring School Districts	Life Skills	4
Wyoming Area	Neighboring School Districts	Physical Support	1
Wyoming Area	Neighboring	Autistic	2

	School Districts		
Wyoming Valley West Partial	Neighboring School Districts	Emotional Support	4
Wyoming Valley West High School	Neighboring School Districts	AS	2
Alternative Rehabilitation Communities, Inc.	Other	Emotional	1
Bancroft NeuroHealth	Other	Special Education	1
Beacon Light Behavioral Health Systems	Other	Emotional Support	1
Children's Service Center/Milford E. Barnes School	Other	Full Time Emotional Support/Learning Support/Partial	19
Depaul School	Approved Private Schools	Special Education	3
Devereux Brandywine	Approved Private Schools	Emotional Support	2
EIHAB Human Services, Inc.	Other	Learning Support	6
First Hospital Genesis School	Other	Learning Support	1
Glen Mills	Other	Learning Support	1
Greater Nanticoke Area Senior High School	Neighboring School Districts	Learning Support	1
Hazleton Area SD	Neighboring School Districts	Emotional Support	1
Jefferson School	Other	Multiple Disabilities, Physical Support	2
KidsPeace Hospital	Other	Emotional Support	1
KidsPeace/Donley TEC School	Other	Emotional Support	1
New Story	Other	Life Skills, Autistic, Emotional Support, Learning Support	16
Pyramid Healthcare	Other	Learning Support	1
Scranton School for Deaf & Hard Hearing Children	Other	Deaf or Hearing Impaired Support	3
Step by Step	Other	Life Skills	5
The Graham Academy	Other	Life Skills, Autistic, Emotional Support	14
The Meadows Psychiatric Center	Other	Emotional Support	1
Transitions Partial Hospitalization Program	Other	Emotional Support, Learning Support	4
VisionQuest/Standing Timbers	Other	Emotional Support, Learning Support	2
Woods Service	Approved Private Schools	Emotional Support	1
Hoffman Homes for Youth	Other	Emotional Support, Learning Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	19	1
Locations:				
Dodson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	18	1
Locations:				
Dodson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	5 to 8	20	1

but More Than 20%)				
Locations:				
Flood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1
Locations:				
Flood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1
Locations:				
Heights/Murray	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	19	1

Locations:				
Heights/Murray	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1
Locations:				
Heights/Murray	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	17	1
Locations:				
Heights/Murray	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1
Locations:				

Kistler Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	19	1
Locations:				
Kistler Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	19	1
Locations:				
Kistler Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	18	1
Locations:				
Solomon/Plains Elementary	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	14	1
Locations:				
Solomon/Plains Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	12	1
Locations:				
Coughlin High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	15	1
Locations:				
Coughlin High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	16	1
Locations:				
Coughlin High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	11	1
Locations:				
Coughlin High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	18	1
Locations:				
Coughlin High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	17	1
Locations:				
G.A.R. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	18	1
Locations:				
G.A.R. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	14	1
Locations:				
G.A.R. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	18	1
Locations:				
G.A.R. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	14	1
Locations:				
G.A.R. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	17	1
Locations:				
G.A.R. High School	A Junior/Senior High	A building in which General		

	School Building	Education programs are operated		
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Program Position #25 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	16	1
Locations:				
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	16	1
Locations:				
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	18	1

Locations:				
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	17	1
Locations:				
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	18	1
Locations:				
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	18	1
Locations:				
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	16	1
Locations:				
Solomon Plains Jr. High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #32

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	15	1
Locations:				
Solomon/Plains Jr. High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	14	1
Locations:				
Solomon Plains Jr. High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	12	1
Locations:				
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 17	11	1
Locations:				
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #36 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 20	11	1
Locations:				
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	13	1
Locations:				
Solomon Plains Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	11	1
Locations:				
Solomon Plains Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	7	0.33
Justification: Our Itinerant teachers provide services to all Itinerant students at one building. Students are grouped age appropriately for pull out sessions.				
Locations:				
Dodson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 13	6	0.33
Justification: Students met with individually or grouped age appropriately				
Locations:				
Dodson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 13	4	0.34
Justification: Students met with individually or grouped age appropriately				
Locations:				
Dodson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 13	16	0.34
Justification: Students are met with individually or grouped age appropriately.				
Locations:				
Flood	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 13	5	0.33
Justification: Students met with individually or grouped age appropriately				
Locations:				
Dan Flood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 13	2	0.33
Justification: Students are met with individually or grouped age appropriately				
Locations:				
Dan Flood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 13	5	0.33
Justification: Students are met with individually Or grouped age appropriately				
Locations:				
Kistler	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 12	4	0.33
Justification: Students are met with individually or grouped age appropriately				
Locations:				
Kistler Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 13	15	0.34
Justification: Students are met with individually Or grouped age appropriately				
Locations:				
Kistler Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 11	10	0.33
Justification: Students are met with individually or grouped age appropriately				
Locations:				
Solomon Plains Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Autistic Support	5 to 12	4	0.33
Justification: Students met with individually or grouped age appropriately				
Locations:				
Solomon Plains Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	16	0.34
Justification: Students are met with individually Or grouped age appropriately				
Locations:				
Solomon Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	5	0.15
Locations:				
Coughlin High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	3	0.25
Justification: Students met with individually or grouped age appropriately				
Locations:				
Coughlin Highschool	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 18	4	0.15
Justification: Students are met with individually Or grouped age appropriately				
Locations:				
GAR High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 18	1	0.15
Justification: Students are met with individually Or grouped age appropriately				
Locations:				
GAR High	A Junior/Senior High School	A building in which General Education		

School	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 18	6	0.15
Justification: Students are met with individually Or grouped age appropriately				
Locations:				
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 18	1	0.15
Justification: Students are met with individually Or grouped age appropriately				
Locations:				
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #44 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 18	24	1
Justification: Students are met with individually Or grouped age appropriately				
Locations:				
G.A.R. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #45 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	2	0.33
Justification: Students met with individually or grouped age appropriately				
Locations:				

Solomon Plains Jr.	A Junior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	2	0.33
Justification: Students met with individually or grouped age appropriately				
Locations:				
Solomon Plains Junior Highschool	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	16	0.34
Locations:				
Solomon Plains Junior Highschool	A Junior High School Building	A building in which General Education programs are operated		

Program Position #46 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 8	2	0.33
Justification: Student met with individually or by age				
Locations:				
Heights/Murray	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 12	2	0.33
Justification: Students met with individually or grouped age appropriately				
Locations:				
Heights Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	11	0.34
Justification: Students met with individually or grouped age appropriately				
Locations:				
Heights Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	42	1
Justification: Students are met with individually or grouped age appropriate				
Locations:				
Coughlin	A Senior High School Building	A building in which General Education programs are operated		

Program Position #48 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 19	48	1
Justification: Students are met with individually or grouped age appropriately				
Locations:				
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #49 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	11	1
Locations:				
Flood	An Elementary School Building	A building in which General Education programs are operated		

Program Position #50 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 13	14	1
Locations:				
Heights/Murray	An Elementary School Building	A building in which General Education programs are operated		

Program Position #51 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	14	1
Locations:				
Solomon/Plains Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #52 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 15	18	1
Locations:				
G.A.R. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #53 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	17	1
Locations:				
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #54 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	9	1
Locations:				
Coughlin	A Senior High School Building	A building in which General Education programs are operated		

Program Position #55*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	33	1
Justification: Students are met with individually or by age range				
Locations:				
Dodson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #56 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	77	1
Justification: Students are met with individually or by age range				
Locations:				
Flood	An Elementary School Building	A building in which General Education programs are operated		

Program Position #57 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	72	1
Justification: Students are met with individually or by age range				
Locations:				
Heights Murray	An Elementary School Building	A building in which General Education programs are operated		

Program Position #58 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	60	1
Justification: Students are met with individually or by age range				
Locations:				
Kistler Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #59 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	78	1
Justification: Students are met with individually or by age range				
Locations:				
Solomon/Plains Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #60 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	6	1
Locations:				
Daniel J. Flood	An Elementary School Building	A building in which General Education programs are operated		

Program Position #61 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	7	1
Locations:				
Leo E. Solomon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #62 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	19	1
Locations:				
Dr. David Kistler	An Elementary School Building	A building in which General Education programs are operated		

Program Position #63 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	18	1
Locations:				
Daniel J. Flood	An Elementary School Building	A building in which General Education programs are operated		

Program Position #64 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 28, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	20	1
Justification: Teacher is in an itinerant model and does not instruct students who are more than three years in age span at one time.				
Locations:				
Boyd Dodson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #65 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	7	1
Locations:				
Daniel J Flood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #66 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	7	1
Locations:				
Solomon Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #67 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2013

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 12	7	1
Locations:				
Solomon Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #68 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2013

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	9	1
Locations:				
Kistler Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #69 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	16	1
Locations:				
Heights Elementary	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Program Position #70 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2011**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 13	13	1
Locations:				
Solomon Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #71 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	7	1
Locations:				
GAR Junior/Senior Highschool	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #72 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 30, 2010**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	6	1
Locations:				
Kistler Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #73 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 30, 2010**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Full-Time Special Education Class	Multiple Disabilities Support	9 to 12	7	1
Locations:				
Kistler Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #74 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* January 4, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 11	6	1
Locations:				
Kistler Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #75 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 30, 2010**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	12 to 15	6	1
Locations:				
Solomon Plains Elementary	A Junior High School Building	A building in which General Education programs are operated		

Program Position #76 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	13 to 18	5	1
Justification: Students are grouped age appropriately.				
Locations:				
GAR Jr. / Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #77 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: September 5, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	8	1
Locations:				
Solomon Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #78 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 15	8	1
Locations:				
Solomon Jr High	A Junior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Psychologist	All Classes	4
Director of Special Education	All Classes	1
Secondary Guidance	Secondary School	7
Jr. High Guidance	Solomon/Plains Jr. High School	1
Elementary Guidance	Elementary	5
Paraeducators	Elementary	48
Paraeducators	Secondary	30
Special Education Coordinator	All Classes	2
Occupational Therapist	Solomon Elementary, Heights Elementary, Coughlin High school and Solomon Jr High	1
Occupational Therapist	Dodson Elementary, Flood Elementary, Kistler Elementary, GAR Junior/Senior High school, Meyers Junior/Senior Highschool	1
Vision Therapist	All buildings	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Behavior Health - Student Assistance Services	Outside Contractor	2 Days
Itinerant Hearing Services	Intermediate Unit	5 Days
Physical Therapy	Intermediate Unit	3 Days
Orientation and Mobility	Intermediate Unit	2 Days
Behavioral Health - PAI	Outside Contractor	5 Days
Social Work Services	Intermediate Unit	5 Days

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

Based on 2015-16 ELA assessment data:

- A pattern of strength is the consistency of scores grades 3 through 8, with percentages increasing slightly through grades 3-6 on ELA assessment.
- An area of concern for ELA is the low percentage of students performing at the Proficient or Advanced levels in both ELL and Special Education.

Based on 2015-16 Science assessment data:

- In grade 4 science, Strength - Proficiency increased from 68.4% to 70.9% and has increased 2 years consecutively.
- On grade 8 science assessment, Strength - Solomon-Plains Jr High scored 43.4% proficient, highest in our district and above the district average.
- Weakness in grade 8 science - Proficiency decreased from 38.4 in 2015 to 31.8 in 2016

Based on 2015-16 Mathematics assessment data:

- Grade 3
 - Strength = District proficiency increased from 30.6% to 32.4 %
 - Weakness = Performance at 3 of elementary schools decreased slightly in number of students performing at the Proficient level from 2015 to 2016.
- Grade 4
 - Strength = 3 of our schools did increase proficiency in 4th grade math – Kistler elementary significantly, from 16.2% to 33%
 - Weakness = Proficiency decreased from 25% to 23.9%

- Grade 5
 - Strengths = 4 out of 5 of our elementary schools did increase proficiency in grade 5 math, despite the decrease in proficiency district-wide.
 - Weaknesses = District-wide, proficiency decreased from 22.3% to 21.8%
- Grade 6
 - Strengths = 2 of our 5 elementary schools did increase proficiency in grade 6 math, despite the decrease district-wide
 - Weakness = Proficiency decreased from 21.3% to 17.3%
- Grade 7
 - Based on 2016 PSSA results, the level of Proficient and Advanced students in 7th grade math for the District increased slightly while the level of Below Basic and Basic students decreased slightly. A concern is that we do not see that same occurrence of improvements in the 8th grade.
 - The number of Below Basic and Basic students increased on the 2016 assessment in the 7th grade in all schools except GAR where it stayed consistent.
- Grade 8
 - The number of Below Basic and Basic students decreased on the 2016 PSSA in the 8th grade in all schools while the number of Proficient and Advanced increased in all schools.

District Accomplishments

Accomplishment #1:

At all levels, curriculum is aligned to Pennsylvania Common Core standards.

Professional development is provided to teachers on instructional strategies.

Accomplishment #2:

A secondary summer school is in place to provide standard based instruction.

Accomplishment #3:

Participation in Advanced Placement classes has increased.

Accomplishment #4:

After school tutoring programs are in place in FOCUS schools.

Accomplishment #5:

At elementary schools, a school-wide positive behavior support plan is in place and will continue throughout the next school year in order to decrease classroom disruptions.

District Concerns**Concern #1:**

The number of Below Basic and Basic students increased on the 2016 Grade 7 Mathematics assessment in all schools except GAR, where it stayed consistent.

Concern #2:

An ELA area of concern is the low percentage of students performing at the Proficient or Advanced levels in both ELL and Special Education subgroups.

Concern #3:

The transiency rate in the District continues to increase annually. Greater numbers of students are "new" to area schools and families are not connected to school community.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

An ELA area of concern is the low percentage of students performing at the Proficient or Advanced levels in both ELL and Special Education subgroups.

The number of Below Basic and Basic students increased on the 2016 Grade 7 Mathematics assessment in all schools except GAR, where it stayed consistent.

Systemic Challenge #2 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

An ELA area of concern is the low percentage of students performing at the Proficient or Advanced levels in both ELL and Special Education subgroups.

The number of Below Basic and Basic students increased on the 2016 Grade 7 Mathematics assessment in all schools except GAR, where it stayed consistent.

Systemic Challenge #3 (*Guiding Question #0*) Establish greater connectivity between Home and School

Aligned Concerns:

An ELA area of concern is the low percentage of students performing at the Proficient or Advanced levels in both ELL and Special Education subgroups.

The number of Below Basic and Basic students increased on the 2016 Grade 7 Mathematics assessment in all schools except GAR, where it stayed consistent.

The transiency rate in the District continues to increase annually. Greater numbers of students are "new" to area schools and families are not connected to school community.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Administrative review, various assessments. Intermediate Unit Review

Specific Targets: Full participation in Professional development opportunities.

Yearly review of curriculum.

Type: Interim

Data Source: Peer review, departmental and building teams review of sequencing document,

Specific Targets: Accross the content areas standards based content will be presented to students with well defined learning outcomes.

Strategies:

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link

provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping:

<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ;

Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to

Intervention and Multi-Tier Intervention in the Primary Grades,

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

Differentiated Instruction Reexamined,

<http://www.hepg.org/hel/article/499>; Investigating the Impact of

Differentiated Instruction in Mixed Ability Classrooms,

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Implementation Steps:

Administrative walkthroughs, Peer coaching, sequencing documents

Description:

Instruction will become more consistent as administrators and teachers collaborate to observe lessons, collect data, and share strategies to align instruction. Sequencing documents will be used to keep instruction uniform throughout all classrooms.

Start Date: 8/31/2017 **End Date:** 6/1/2021

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Differentiating Instruction

Teacher Effectiveness Pre and Post Observation Conference with individual teachers & administrators to discuss curriculum and formative assessment strategy implementation.

Description:

Danielson Pre and Post Observation notes and planning documents are reviewed.

Start Date: 8/30/2017 **End Date:** 8/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Goal #2: The district will develop a plan to create a greater level of communication with families.

Related Challenges:

- Establish greater connectivity between Home and School

Indicators of Effectiveness:

Type: Annual

Data Source: Interaction with parents. Surveys, access to district website and publications.

Specific Targets: Greater parental involvement in school activities. Increased attendance at Parent-Teachers conferences and Parent Involvement activities. Greater level of support from home.

Strategies:

After School Programs

Description: WWC claims evidence suggests high-quality afterschool programs may have a positive impact on achievement; however, the WWC claims that the research reviewed does not meet the WWC criteria for reliable empirical support for the claim. (Source:

http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/afterschool_050608.pdf)

A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life sites numerous studies that indicate Afterschool programs do have a positive impact.

(Source: <http://americaspromise.org/~media/Files/Resources/A%20Summary%20of%20Formal%20Evaluations.ashx>) Resource:

<http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Parent Involvement Events and Activities

Description:

Parent/Community Events are scheduled throughout the school year. The district website allows all stakeholders convenient access to real-time information.

Start Date: 6/19/2017 **End Date:** 6/1/2021

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- After School Programs

Goal #3: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish greater connectivity between Home and School

Indicators of Effectiveness:

Type: Annual

Data Source: Needs Assessment results

Specific Targets: student growth

Strategies:*Differentiating Instruction*

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Implementation Steps:

Administrative walkthroughs, Peer coaching, sequencing documents

Description:

Instruction will become more consistent as administrators and teachers collaborate to observe lessons, collect data, and share strategies to align instruction. Sequencing documents will be used to keep instruction uniform throughout all classrooms.

Start Date: 8/31/2017 **End Date:** 6/1/2021

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Differentiating Instruction

Teacher Effectiveness Pre and Post Observation Conference with individual teachers & administrators to discuss curriculum and formative assessment strategy implementation.

Description:

Danielson Pre and Post Observation notes and planning documents are reviewed.

Start Date: 8/30/2017 **End Date:** 8/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Intervention Specialists and Remediation

Description:

Teachers will identify students with needs and Intervention specialists will remediate weekly. Remediation will include individual, small group instruction and large group instruction. Students individual data will be analyzed to determine if the students are growing academically. Data sources used will be district quarterlies, Dibels, Teacher Intervention Logs, and Skill Inventories which identifies specific skill deficits. The school data team will monitor assessment results by students based on 3-4% increases in scores across each quarter. All teachers of grades K,1, & 2 including Intervention Specialist, ESL, and LS, are responsible for grouping students according to their targeted needs for daily intervention.

Start Date: 8/31/2017 **End Date:** 6/1/2021

Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies: None selected

Goal #4: Establish greater connectivity between Home and School

Indicators of Effectiveness:

Type: Annual

Data Source: Needs Assessment results

Specific Targets: parental involvement will increase

Strategies:

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

After School Programs

Description: WWC claims evidence suggests high-quality afterschool programs may have a positive impact on achievement; however, the WWC claims that the research reviewed does not meet the WWC criteria for reliable empirical support for the claim.(Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/afterschool_050608.pdf) A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life sites numerous studies that indicate Afterschool programs do have a positive impact.

(Source: <http://americaspromise.org/~media/Files/Resources/A%20Summary%20of%20Formal%20Evaluations.ashx>) Resource: <http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

SAS Alignment: Safe and Supportive Schools

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Family Literacy Activities

Description: Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3. (Sources: http://lincs.ed.gov/publications/pdf/lit_interventions.pdf, <http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/promoting-family-literacy-raising-ready-readers>, <http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-national-family-literacy-20681.html>, http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Shared_Book_092806.pdf)

SAS Alignment: Instruction

Implementation Steps:

Administrative walkthroughs, Peer coaching, sequencing documents

Description:

Instruction will become more consistent as administrators and teachers collaborate to observe lessons, collect data, and share strategies to align instruction. Sequencing documents will be used to keep instruction uniform throughout all classrooms.

Start Date: 8/31/2017 **End Date:** 6/1/2021

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Differentiating Instruction

Parent Involvement Events and Activities

Description:

Parent/Community Events are scheduled throughout the school year. The district website allows all stakeholders convenient access to real-time information.

Start Date: 6/19/2017 **End Date:** 6/1/2021

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Family Literacy Activities

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:		Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.					Strategy #1: Differentiating Instruction	
		Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.						
Start	End	Title			Description			
8/30/2017	8/30/2021	Teacher Effectiveness Pre and Post Observation Conference with individual teachers & administrators to discuss curriculum and formative assessment strategy implementation.			Danielson Pre and Post Observation notes and planning documents are reviewed.			
Person Responsible		SH	S	EP	Provider	Type		App.
Administrators		1.5	2	2	Wilkes-Barre Area School District	Wilkes-Barre Area School District Administrators		Yes
Knowledge		Content knowledge, teaching skills and delivery of instruction are all addressed during the observation sessions.						

Supportive Research

The Danielson Model in use is based on research and the use of best classroom practices.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

LEA Whole Group Presentation
Series of Workshops

Participant Roles

Classroom teachers
Principals / Asst. Principals

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

peers
Lesson modeling with
mentoring

instructional delivery and professionalism.
Review of participant lesson plans
Review of written reports
summarizing instructional activity

LEA Goals Addressed:	<p>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</p> <p>Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.</p>	Strategy #1: Differentiating Instruction
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Start	End	Title	Description				
8/30/2017	8/30/2021	Teacher Effectiveness Pre and Post Observation Conference with individual teachers & administrators to discuss curriculum and formative assessment strategy implementation.	Danielson Pre and Post Observation notes and planning documents are reviewed.				
	Person Responsible Administrators	SH 1.5 S 2 EP 2	Provider Wilkes-Barre Area School District				
			Type Wilkes-Barre Area School District Administrators				
			App. Yes				

Knowledge Content knowledge, teaching skills and delivery of instruction are all addressed during the observation sessions.

Supportive Research The Danielson Model in use is based on research and the use of best classroom practices.

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Training Format LEA Whole Group Presentation
Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities	Team development and	Evaluation Methods	Classroom observation focusing on
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LEA Goals Addressed:		Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.						
Start	End	Title			Description			
8/31/2017	6/1/2021	Intervention Specialists and Remediation			Teachers will identify students with needs and Intervention specialists will remediate weekly. Remediation will include individual, small group instruction and large group instruction. Students individual data will be analyzed to determine if the students are growing academically. Data sources used will be district quarterlies, Dibels, Teacher Intervention Logs, and Skill Inventories which identifies specific skill deficits. The school data team will monitor assessment results by students based on 3-4% increases in scores across each quarter. All teachers of grades K,1, & 2 including Intervention Specialist, ESL, and LS, are responsible for grouping students according to their targeted needs for daily intervention.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Teachers and Administrators	3.0	4	8	Literacy Leaders	School Entity	Yes
Knowledge		Teachers gain knowledge of the instructional tools that can be used to analyze student data is augmented.						

Teachers constantly review student data. This review of data increases the teachers knowledge of specific skill deficits and targeted academic needs of students. this increase teacher knowledge enables them to more effectively deliver whole and small group instruction.

Supportive Research

The professional development delivered to K-2 teachers is of a consistent sustained model. It is based on research and evidence based practices which emphasis the most informed instructional decision making process. Knowledge provided to teachers is based on research completed by companies such as Dynamic Measurement Group and Drs. Kaminski and Ruth.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Series of Workshops			
Training Format			
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer