Wyoming Valley West SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

450 N Maple Ave
Kingston, PA 18704
(570)288-6551
Superintendent: Irvin DeRemer
Director of Special Education: Barry Rogers Elementary Director

Planning Process

The District Level Comprehensive Planning process shall provide the impetus to assure the Wyoming Valley West community that our focus is on student growth and a district-wide, sustained system that will support academic achievement. The District's 2017 Comprehensive Plan is part of a continuing process in which data is being analyzed to assess the needs and challenges that our educational system faces. The current planning cycle began in the fall of 2016 and will continue through 2020. Data and building level feedback will be collected and reviewed annually in order to adjust academic, systemic and operational priorities throughout the planning cycle.

A District Level Comprehensive Planning Committee has been formed to develop the district level plan. Building level teams led by will analyze and assess specific academic needs and a building level blueprint will follow.   A mission statement, vision, shared values and a description of the educational community was developed by the District Level Comprehensive Planning Committee. The committee has been organized for the purpose of assessing the district's needs. The district's leadership team reviewed the accomplishments, concerns and challenges identified by the district-wide patterns in Keystone, PSSA, PVAAS, SPP and teacher driven summative / formative data. The information was reviewed by the team and prioritized by goals and action plans. During the process, the team met monthly to complete this objectives. The team will continue to meet as needed throughout the implementation of the Comprehensive Plan to assess the progress of the plan.

The Superintendent, Director of Curriculum, Assessment & Pupil Services, Technology Coaches (2), Business Manager and WVW School Board member comprised and provided the leadership for the development of the District Level Comprehensive Plan. District principals will provide the oversight for the School Level Plan development, implementation, and review process.

The District Level Comprehensive Plan will provide Wyoming Valley West with continued direction for the development and the improvement of priority goals from November 2017 through July, 2020. The school level plans will be visited yearly and revised as necessary to assure student growth, accountability and to foster an atmosphere conducive to learning as the District moves through the Comprehensive Plan three year cycle. Progress reviews will be continuous through the end of the three year District Plan.

Upon completion of the Comprehensive Plan, it will be available via the District's website for viewing by all District stakeholders.

Mission Statement
Mission

The Mission of the Wyoming Valley West School District is to provide ALL students with learning opportunities that will maximize their ability to achieve, enhance their capacity to compete in today's global economy and increase their awareness regarding the importance of life-long learning.

Vision Statement
Purpose

(1) Foster a culture that accepts all students despite their individual differences and embrace diversity.

(2) Create learning environments that differentiate instruction for each child as needed.

(3) Integrate technology to enhance the way teachers teach and students learn.

(4) Promote digital citizenship in a competitive global economy.

(5) Develop a safe, positive learning environment based upon cooperation and understanding among students, staff, board, family and community.

(6) The PA Core Standards frame a sound curriculum.

Shared Values

1. Learning is a lifelong process.

2. Learning is a collaborative process and a shared responsibility of the learning community - students, families, staff and community.

3. Students' learning experiences will be embedded in the importance of literacy skills and the application of them across all content areas.

4. Student's learning experiences will allow them to become more effective communicators, independent learners, critical thinkers who will be able to become more independent and multifaceted thinkers.

5. The learning community will promote responsibility and citizenship.

6. The learning community will review the education program frequently to meet the needs of all students.

Educational Community

Wyoming Valley West School District

The Wyoming Valley West School District is located in Luzerne County in the heart of the anthracite coal fields of Northeastern Pennsylvania. The district is in the Wyoming Valley which stretches along the Susquehanna River which is 140 miles west of New York City, 120 miles northwest of Philadelphia, and 120 miles north of Harrisburg. The Wyoming Valley is about three miles in width and twenty-five miles in length and cut down the middle by the Susquehanna River, which averages about two hundred yards in width. The mountains on the eastern side of the valley have an average height of one thousand feet while the western range has an average height of eight hundred feet.

The Wyoming Valley West School District includes 14.7 square miles of land on the western bank of the Susquehanna River. The district is the result of the merging of nine districts in to one district in July of 1966 under the school district reorganization act known as Act 299. The communities comprising the district are Courtdale, Edwardsville, Forty Fort, Kingston, Larksville, Luzerne, Plymouth, Pringle, and Swoyersville. The communities are primarily residential with light industry and retail stores as the district's tax base. The jointure was mandated to enrich the school curriculum to meet the challenges of the future and to provide a comprehensive program of educational services for all of the children regardless of where they resided on the western bank of the river. In the fall of 1967, the eleventh and twelfth grade students of the jointure moved onto the old Kingston High School (currently the WVW middle school) building while the ninth and tenth grade students reported to the old Plymouth High School for the opening day of class in the new jointure. The Agnes flood of 1972 struck our district an affected every one of our school buildings. The ninth through twelfth grade students were forced to go to school on double sessions in the Kingston High School Building while renovations were being performed in the other school buildings.

In 1978, a building was constructed on a site in Plymouth to house grades none through twelve. The old Kingston High School became a middle school housing grades six, seven, and eight. Also in 1978, the state Street Elementary Center was erected on the site of the former Larksville High School to house kindergarten through fifth grade students from Courtdale, Edwardsville, Larksville, and Pringle. The remaining school buildings are Chester Street, Dana Street, Main Street, Pringle, Street, Schuyler Avenue, and Third Avenue.

The district is educationally organized into five elementary buildings. The five elementary buildings include the Dana Street Elementary Center, the State Street Elementary Center, Chester Street Elementary School, Third Avenue Elementary School and the Schuyler Avenue Elementary School. On the secondary level, the Wyoming Valley West Middle School (6-8) and the Wyoming Valley West High School (9-12) comprise students from the district. In addition, the West Side Career and Technical Center (WSCTC) and the Alternative Learning Center (ALC) house students from the district. In September of 2013, the Wyoming Valley West School District started our own Cyber School for Wyoming Valley West students.

Planning Committee

Name	Role
Irvin DeRemer	Administrator : Professional Education Special Education
David Tosh	Administrator : Professional Education Special Education
Gary Evans	Board Member
Chris Barnick	Building Principal : Professional Education
David Bond	Building Principal : Professional Education
Tara Carey	Building Principal : Professional Education
Angelo Dipremo	Building Principal : Professional Education
David Novrocki	Building Principal : Professional Education
Jake Sholtis	Building Principal : Professional Education
Deborah Troy	Building Principal : Professional Education
Jay Crossin	Business Representative : Professional Education
Tom Hannigan	Business Representative : Professional Education
Mollie Gurgal	Community Representative : Professional Education
Rob Jacobs	Community Representative : Professional

	Education
Dana Mascioli	Ed Specialist - Instructional Technology : Professional Education
Russ Singer	Ed Specialist - Instructional Technology : Professional Education
Maylan Nicholson	Ed Specialist - School Counselor : Professional Education
Pat Burns	Elementary School Teacher - Regular Education : Professional Education
Pat Karlonis	Elementary School Teacher - Regular Education : Professional Education
Rob Bonczewski	High School Teacher - Regular Education : Professional Education
Anthony Dicton	High School Teacher - Regular Education : Professional Education
Doug Shook	High School Teacher - Regular Education : Professional Education
Kathy Wise	High School Teacher - Regular Education : Professional Education
Holly Pick	Middle School Teacher - Regular Education : Professional Education
Justin Thomas	Middle School Teacher - Regular Education : Professional Education
Denise Blaski	Parent : Professional Education
Janet Sott	Parent : Professional Education
Barry Rogers	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	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	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler—Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Needs Improvement	Needs Improvement
School Climate	Needs Improvement	Needs Improvement

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

Family and Consumer Sciences have no standards for students in grades K-2. Alternate Academic Content Standards for Math and reading are addressed in the Individual Education Plans. American School Counselor Association for Students the guidance counselor uses Pennsylvania's School Counseling Association standards. The Interpersonal Skills and School Climate need improvement to be aligned to the Pennsylvania Standards that currently exist.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
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	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Needs Improvement	Needs Improvement
School Climate	Needs Improvement	Needs Improvement

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

Family and Consumer Sciences - no standards for students in grades 3-5. Alternate Academic Content Standards for Math and Reading are addressed in the Individual Education Plans. American School Counselor Associate for Students the guidance counselor uses Pennsylvania's School Counseling Association Standards. The Interpersonal and School Climate standards need improvement to be aligned to the Pennsylvania Standards that currently exist.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
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	Developing	Developing

PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Needs Improvement	Needs Improvement
School Climate	Needs Improvement	Needs Improvement
World Language	Developing	Developing

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

Alternate Academic Content Standards for Math and Reading are addressed in the Individual Education Plans. American School Counselor Association for Students our guidance counselor uses Pennsylvania's School Counseling Association standards. The Interpersonal Skills and School Climate need improvement to be aligned to the Pennsylvania Standards that currently exist.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
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	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing

Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Developing	Developing

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

Alternate Academic Content Standards for Math and Reading are addressed in the Individual Education Plans. American School Counselor Association for Students our guidance counselor uses Pennsylvania's School Counseling Association standards. The Interpersonal and School Climate Standards need improvement to be aligned to the Pennsylvania Standards that currently exist.

Adaptations

Elementary Education-Primary Level

Checked answers

- Career Education and Work

Unchecked answers

> *None.*

Elementary Education-Intermediate Level

Checked answers

- Career Education and Work

Unchecked answers

> *None.*

Middle Level

Checked answers

- Career Education and Work

Unchecked answers

> *None.*

High School Level

Checked answers

- Career Education and Work

Unchecked answers

　　　None.

Explanation for any standards checked:

The WVWSD has developed and implemented a K-12, board approved, comprehensive 339 plan.

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Wyoming Valley West's Primary Level curriculum identifies the objectives of the curriculum through the Big Ideas and the Essential questions as the focus for instruction areas of the curriculum template.

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

The District Level team has concluded these pieces are currently in place.

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course,	Developing

Curriculum Characteristics	Status
instructional unit or interdisciplinary studies and academic standards are identified.	
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Wyoming Valley West's Elementary/Intermediate Level curriculum identifies the objectives of the curriculum through the Big Ideas and the Essential questions as the focus for instruction areas of the curriculum template.

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

The District Level team has concluded these pieces are currently in place.

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Wyoming Valley West's Middle Level curriculum identifies the objectives of the curriculum through the Big Ideas and the Essential questions as the focus for instruction areas of the curriculum template.

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

The District Level team has concluded these pieces are currently in place.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are	Developing

identified for each subject area.	
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Wyoming Valley West's High School Level curriculum identifies the objectives of the curriculum through the Big Ideas and the Essential questions as the focus for instruction areas of the curriculum template.

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

The District Level team has concluded these pieces are currently in place.

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.

The curriculum of most of the disciplines is written in forms that are currently out dated. They include, economics, geography, health, safety, and physical education, English Language Proficiency, Music, Family and Consumer Sciences, interpersonal skills, and school climate. A written curriculum for these content areas must be completed. In addition, the elementary, middle and high school must address the development of an Interpersonal Skills curriculum for the development of the positive behavioral support systems.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

    Checked Answers
- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

    Unchecked Answers
- Not Reviewed

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

The district uses multiple instructional evaluation processes to regularly assess the alignment of curriculum and ensure the consistency within the classrooms, grades and subjects Wyoming Valley West will be using the Danielson Model as the tool to allow us to see the how instruction is being implemented, assessed and aligned to the standards and needs of each student in the district.

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

The building level supervisors, principals and administrators will ensure that there is consistent alignment of the standards across all content areas. We do not currently have instructional coaches.

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.	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.	Implemented in 50% or more of district classrooms

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

The previous instructional practices are implemented in greater than 50 percent of the district. Student grouping is measured quarterly through standardized assessments.

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.	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.	Implemented in 50% or more of district classrooms

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

The previous instructional practices are implemented in greater than 50 percent of the district. Student grouping is measured quarterly through standardized assessments.

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.	Implemented in 50% or more of district classrooms

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

The previous instructional practices are implemented in greater than 50 percent of the district. Student grouping is measured quarterly through standardized assessments.

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 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

The previous instructional practices are implemented in greater than 50 percent of the High School while technology and further professional development are addressing the instructional practices.

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 instructional program at the building and district level are evaluated annually to identify if they are any student needs that will result in staffing requirements. It is the District's believe that the recruitment of quality teachers is of driving importance to the quality of learning and for student achievement. A process is in place for hiring and evaluating teacher candidate in the Wyoming Valley West School District. When a position is identified, applications are reviewed by the appropriate administrator in the screening process. The candidates' educational background and experience are determined and identified for the hiring of the most dynamic teachers for the interview process. A first round interview occurs with the superintendent, curriculum director, the building level principal and supervisors. The team determines if a second round interview is needed, if not the candidates name and credentials s provided to the board prior to offering a teaching contract.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
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	1.00	1.00	1.00
Electives	8.00	8.00	8.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

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*

None.

Unchecked 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.

- 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	X
Career Education and Work		X			X	X
Civics and Government		X				X

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA Test		X	X	X
End of chapter or unit tests		X	X	X
Report Card Grades	X	X	X	X
Final Exams		X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4Sight		X		
Curriculum Based Assessments	X	X	X	X
DiIBELS	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Goal Setting		X	X	X
Observations	X	X	X	X
Self-Assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS

DIBELS	X			
Teacher Generated Assessments	X	X	X	X
AIMSweb	X	X		
Woodcock Johnson	X	X	X	X
PSAT				X
Interest Inventories				X
WIDA (ELL Students)				X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

All types of assessments will be identified and reviewed. Summative, Benchmark, Formative and Diagnostic assessments are aligned with the standards, and they are either created and/or identified. The District's team will review the curriculum process and the assessments and analyze the data to drive and change instruction.

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.

The WVW School District utilizes a common assessment for benchmark determination in grades K-5. Teachers have the flexibility to use the district chosen standardized assessment in grade 6. Grades 7-12 do not use a universal standardized assessment with all students. Each secondary educator has the option to measure student achievement when necessary.

Collection and Dissemination

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

The Data Team collects data from a multitude of resources. The data is then analyzed and evaluated to drive instruction or to make changes in curriculum development. The data is

use by building level teams and district level teams to coordinate efforts to ensure that instruction is aligned to meet the needs of all students and adjustments are made according to the analysis of the data. The data teams share the information with the curriculum directors and building supervisors. Data from State and local assessments are used to create a professional conversation to inform parents/guardians and stakeholders. Students receive quarterly report cards, summative assessment reports, and parent/teacher conferences are held to keep the families informed. Individual Education Program, Gifted Education Program, and 504 Planning meetings are held in accordance with regulations. A variety of data is used to have conversations with the team to discuss the student's strengths and needs.

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.

Information from the assessment is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher. Individualized instruction, PSSA preparation classes, intervention groups and remediation groups are used to provide instruction in the targeted skills. At the elementary and middle school level, the reading specialist and special education teachers work with individual and groups of students for special education students who need additional time in the instructional day to assist with skills that need more focused instruction. At the high school level teams of teachers are assigned to work with individual students who have not met proficiency on the State Assessments. Our current assessment plan does not facilitate the identification of students who earned proficient or advanced scores on the PSSA and who may not be achieving the adequate growth necessary to maintain those scores.

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	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		
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Currently, our district lacks adequate staffing and common planning time in order to provide tiered instruction and support for each student in order to attain proficiency on all of the state standards, PA Core, and eligible content.

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

We would like to offer additional tutoring in the State Assessments for all students who are not achieving proficiency on the Assessments. We would like to incorporate a tutoring program or remediation program that would allow for student academic success.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides			X	X
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	X	X	X	X
Press Releases	X	X	X	X
School Calendar				
Student Handbook				
Annual Presentation at School Board Meeting	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Wyoming Valley West School District provides information about student achievement to the public in a variety of ways. The district mails the results of the student's PSSA score to the parents/guardians on a yearly basis. District and school results are published on the school district's web site. They are also published annually in the public newspaper. The Curriculum Director presents annually the assessment data to the school board in a public session in the fall of each school year.

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

The District could provide the parents through the district web site the link to the public website through the Pennsylvania Department of Education of other district's comparable

data. In addition, the district could provide a quarterly newsletter to the parents/guardians that can provide information about how individuals can access various data resources through the Pennsylvania Department of Education, as well as educational resources that could be used at home to assist the child. The District could also provide an information night after results are sent home, to assist parents/guardians in understanding the data and the results of their child's score.

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.

The school's within our district who are not meeting annual student achievement targets of who are experiencing other challenges will be identified with specific goals and actions that will be designed to address those particular needs. Progress of those needs will be monitored to be certain that specific interventions are taking place and addressing student's needs. Goals and actions will be adjusted if there is a need for it to ensure the attainment of those identified goals.

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:

ESAP is fully implemented in elementary centers (State & Dana). Satellite Elementary Buildings contain certified ESAP school personnel.

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.)

Wyoming Valley West School District follows the child find procedures described by the State for the identification of gifted children. Public notice of the District's responsibility to locate and assess potential gifted students is described in the District's handbook. Teachers and parents can recommend that a child be assessed for the gifted program based on the assessment data for the student.

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

The WVW school district utilizes a universal screener for all incoming kindergarten students to identify students who are thought to be gifted. The district plans to implement the same assessment tool for all new student enrollment with no previous history at WVW.

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

Preliminary determination for a comprehensive Gifted Evaluation is completed by analyzing universal screening data. If a student demonstrates a qualifying score for further consideration, the school counselor will perform a secondary screening utilizing standardized assessments. If the student meets eligibility criteria for a comprehensive gifted evaluation, the school counselor will notify the school psychologist for the generation of a Permission to Evaluate.

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.

A qualifying student for Gifted programming will be offered a GIEP. At the elementary level, most students participate in a segregated Gifted program in an alternate setting. Some elementary students have the option to remain in their home school for Itinerant Gifted Support. Secondary students (6-12) are offered a GIEP with Itinerant Gifted Support.

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
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		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Career Development and Planning is not implement at the Primary Elementary Level. The WVW school district uniformly implements the concept of RTII/MTSS in all elementary buildings. The district has taken action is initiate this intervention strategy across all developmental levels.

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:

The District Level team has concluded these pieces are currently in place.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
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

Explanation of consultation and coordination services:

The District Level team has concluded these pieces are currently in place.

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
"SkyAlert" phone messaging system to home/cell phones	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Classroom teachers and individuals providing interventions regarding differing student needs and academic progress is done in an on-going, yearly process. Meetings before school, after school and during the school day are integral parts of the collaboration. Meeting on prep periods and even hall duty assignments are not uncommon for teachers to keep the lines of communication open and inform individuals providing the intervention of progress or lack of progress. In addition, on the secondary level, student assistance team (SAP) weekly meetings may also serve as a catalyst in the intervention process. Guidance counselors will also be present in most instances when these meetings take place. Based upon the nature of the individual intervention, administration may also be present. In a number of cases, if additional, more in-depth interventions may be needed, the Directors of

Secondary Education, Director of Elementary Education, Director of Elementary Special Education and the Director of Secondary Special Education may also be present.   The district social worker may be utilized if the intervention requires community agencies to be involved. Finally, based upon these meeting with building and district personnel, communication to the parents/guardians is an extremely high priority so that they are aware of and up to date of their child's academic and behavioral progress.

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

Pre-School transition meetings, IU Early Intervention Transition meeting, and before and after-school programs.

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 Wyoming Valley West School District works closely with the Luzerne Intermediate Unit, which is the designated agency for providing early intervention programs for students with disabilities. The LIU informs the District of all students who are enrolled in early intervention services who will be school age the following year. A general parent meeting is held in the Spring prior to the student's enrollment in the school district. A kindergarten teacher, special education teacher, and special education supervisor greet the facilities and provide general information about the program. During the Spring, school district representatives attend evaluation and Individual Education Program meetings in order to ensure a smooth transition to school aged programs is in place. Closer to the beginning of the school year, families are invited to the building so that students can become acquainted

with the facility and the teachers. The District holds kindergarten registration in the spring of the upcoming school year. Families have individual appointments for registrations so that their children can meet with teachers and therapists for educational screenings. Kindergarten teachers are available to meet the families and to show them the kindergarten classrooms.   As needed, individual arrangements are made for more transitional time and activates depending on the needs of the individual child.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
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.

Teachers are asked to develop their budgets and needs on a yearly basis.

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

The District Level team has concluded these pieces are currently in place.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
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.

The district and curriculum teams determine the materials needed. Building admin in conjunction with central office coordinate resources.

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

The District Level team has concluded these pieces are currently in place.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
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.

The district and curriculum teams determine the materials needed. Building admin in conjunction with central office coordinate resources.

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

The District Level team has concluded these pieces are currently in place.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
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.

The district and curriculum teams determine the materials needed. Building admin in conjunction with central office coordinate resources.

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

The District Level team has concluded these pieces are currently in place.

SAS Incorporation

Elementary Education-Primary Level

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

History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more 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 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected"

All elementary special education students receiving Life Skills support, are participating in Alternate Academic Content Standards for Math and Reading.
*Not all elementary guidance counselor are members of the American School Counselor Association for Students.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms

Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more 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 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected"

All elementary students' special education students receiving Life Skills support participate in Alternate Academic Standards for Reading and Math.
Not all elementary guidance counselors are members of American School Counselor Association for Students

Middle Level

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

Technical Subjects	50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more 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 50% or more of district classrooms

Standards	Status
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected"

Not all Middle School guidance counselors belong to the American School Counselor Association for Students.
All Middle School special education students receiving Life Skills support participate in the Alternate Academic Content Standards for Reading and Math.

High School Level

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

Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more 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 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district

	classrooms

Further explanation for columns selected:

Not all High School Guidance Counselors belong to the American School Counselors Association for students.
All High School special education students receiving Life Skills support participate in the Alternate Academic Content Standards for Reading and Math

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.

No, we have another early warning system that we are currently utilizing.

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.				
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
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.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
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 Wyoming Valley West High School participates in the Pennsylvania Institute for Instructional Coaching (PIIC). As such, we have invested extensive training in the Penn Literacy Network (PLN) and its trainings. These intervention strategies, to reach all learners to be proficient or advanced in writing and reading informational texts, has proved highly successful as demonstrated by the Keystone Exam scores; moreover, the PLN strategies for mathematics have fostered more dynamic classroom instruction to engage all learners in math, and math scores have risen dramatically over the four years the school is invested in the program. However, negative growth occurred with the current 12th grade cohort in Literature; therefore, targeted Keystone readiness days have been built into the 9-11 grade English curriculums to assist with closing this deficit.

The department chairmen in the building have worked with IU curriculum specialists to integrate the most contemporary materials into daily classroom instruction. The high school underwent extensive curriculum revisions, starting in 2012 to meet the Common Core Standards and back mapped all curriculums to make students' college and career ready. The department chairmen actively participate in subject based professional development and disseminate information to all members of the department members. All in-serve and Act 80 days, have time for departments work to create the best learning environments for all students.

The high school is committed to data- driven decision making and use the data supplied by emetric, PVAAS, and the school performance profile to make decision for individual students as well as class cohorts. Time is allotted for teachers and administration to review the data in large and small group setting to help with the information to create instructional goals.

The Wyoming Valley West Middle School also participates in the Penn Literacy Network (PLN) and trainings. Reading and writing across the curriculum was implemented as a result of information gained from the program.

The middle school will schedule professional development (Chapter 339 Curriculum) next year geared toward core subjects utilizing community resources. In collaboration with local businesses, (UGI, Luzerne County Historical Society, Luzerne County Bar Association) the middle school will utilize local business expertise. In doing so, a link will be created between curriculum and real world skills.

Thorough collaboration and sharing of professional journals / online articles, the middle school fosters a continual professional learning environment. During team prep periods, faculty work together with parents to address academic and behavioral concerns.

The middle school uses data driven decision models to drive instruction via PVAAS, eMetric, SPP, Classroom Diagnostic Tool (CDT) and quarterly exams to drive instruction and to make decisions regarding courses / PSSA mandated testing.

Team preps, intervention periods, Learning Works, ELL/Hispanic Outreach Program (King's College) all serve to asset the middle school in reaching community objectives and empowering teachers and parents.

The districts five elementary schools (Chester, Dana, Schuyler, State, Third) are in the initial year of a new math book series, My Math. The new resource for classroom instruction provides rigor, personalization and engagement needed for common core math success. In addition, this math component has an intuitive lesson format and digital tools that allow the educator to customize content. All district math teachers now use the same resource with the identical scope and sequence. Also, Renaissance Testing was implemented in the past two years and results allow teachers to drive instruction based on performance scores in Reading and Math.

Leaders in the district are given full autonomy to make decisions within state/district mandates. The district operates on "site based management" philosophy with the instructional leader; the principal, working in conjunctions with his/her assistants, department chairs and teachers to make curricular recommendations to the directors of both elementary and secondary education. Teaching materials continue to be a budgetary challenge. As a result of the budget continuing to shrink, our staff has done an outstanding job doing more with less. Wyoming Valley West building administrators continue to do a terrific job of motivating, empowering and holding their staffs accountable. We will continue to do self-assessments in order to improve the learning environment. Despite constraints (budget, not replacing retirees, percentage of low income families etc.) the district Keystone and PSSA scores have improved.

Technology coaches also assist with the dissemination of data to administrators, department chairs and teachers as requested.

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

The district needs to increase awareness of the best means to enrich gifted students. More training to implement best practice teaching and learning opportunities for gifted students must occur through scheduled professional development. Moreover, the district is looking to partner with the gifted liaison from IU 18 to help facilitate this training and incorporate the strategies into all classrooms. Currently, only selected teachers are addressing gifted education, and this must be expanded. Future trainings will be geared toward partnering with local businesses and higher educations (Wilkes and King's Colleges) to address these concerns.

For the 2018 - 2019 school year, all kindergarten students will participate in a "universal screening" to preliminary identify those students who may be in need of further gifted and/or special education evaluation.

While the district has a plethora of data collection tools, further training is necessary to teach all educators how to analyze the data and implement it in their instructional practices.

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:
3/13/2015 In-Service Day
3/4/2016 In-Service Day
10/31/2017 Act 80 Day
The LEA plans to conduct the required training on approximately:
3/16/2018 In-Service Day
4/6/2018 Act 80 Day
5/25/2018 Act 80 Day

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:
8/30/2018 In-Service Day
4/6/2018 Act 80 Day
5/24/2018 Act 80 Day
The LEA plans to conduct the training on approximately:
8/27/2018 In-Service Day
10/31/2018 Act 80 Day
4/5/2019 Act 80 Day

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 has conducted the training on:
6/13/2018 Make-Up Day
The LEA plans to conduct the training on approximately:
5/24/2019

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 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.
- 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

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- 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.

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

Professional development activates are geared to state and federal mandates. Our local Intermediate Unit 18 has been a great source for staff development. In addition, book companies have assisted in the implementation of Common Core.

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

Currently, we cannot say we have a systemic process used to validate quality professional development other than teacher / administration verbal feedback.
A needs assessment has not been conducted since the last strategic plan only because mandates have been clear as to what specifically students should learn (Common Core).
Three administrators have dual roles as Principals / Directors of Secondary and Director of Elementary Schools. As such, the Principal is not always available on professional development days.

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 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
- Inductees will know and apply LEA endorsed classroom management strategies.

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

Inductees, as part of their WVW Induction Program, are given a "mentor" teacher who ensures that the new faculty member is implementing instructional practices validated by the Wyoming Valley West School District and that are part of the overall curriculum. In addition, walk through observations and checking of lesson plans by administration further reinforces this objective. The WVW Induction Program focuses on challenging students and, as the district continues to evolve from a demographic perspective, so too does the need to work with diverse student populations in both ethnicity and academic areas. Inductees were versed on the new attendance policy and procedures related to it. Common Core information was emphasized by the Directors of Elementary and Secondary Education and the need to implement Common Core with fidelity. Secondary and Elementary Special Education Directors provided an overview of the Child Find process, the development of Child Study Teams, the protocol for MDT meetings and LRE and sequence of appropriate educational placement. The Directors emphasized the importance of timely and legally sound IEPs and educational paperwork. In addition, the Standards Aligned System (SAS) was viewed on the projection unit and a short presentation followed by technology coaches Ms. Mascioli and Mr. Singer. The technology coaches also spent close to an hour with the inductees teaching them how to log on to Skyward, the district software programs that tracks grades, attendance, student progress, meetings, homework, lunches, etc. Mr. Cinti, District Social Worker informed the group of his role in the district and the resources he can provide from the homeless, Children's Service Center (CSC), attendance/truancy assistance, Student Assistance Program (SAP) and procedures to follow in the event of a crisis. Finally, the Superintendent of Schools suggested to new hires to observe classrooms of veteran teachers and see firsthand what makes them good at their craft and to develop a rapport/collegiality with the teacher(s).

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

Classroom management strategies is an area that we need to emphasize more during the induction period. A suggestion will be to utilize Intermediate Unit 18 to asset in classroom management by signing up for such courses when they are offered. Additionally, behavioral intervention strategies and classroom management techniques are presently offered to voluntary faculty. The district is in the process of planning to offer a number of trainings to increase behavior management awareness. The function of this objective is to prevent behavior management crisis and classrooms disruption in a proactive rather than reactive, appropriate manner; increasing prevention strategies rather than posttension.

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.

- Review of written reports summarizing instructional activity.

- Knowledge of successful research-based instructional models.

Unchecked answers

- Inductee survey (local, intermediate units and national level).
- Submission of inductee portfolio.
- 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.

Inductees are observed twice during the year. In addition, numerous walk through observations take place all year. Mentor teacher meet on a regular basis with inductees to provide both positive and constructive feedback with the goal of continual improvement. Student data is provided to the administration from the Central Office and is disseminated to teachers usually during department meetings. At that time, the administration and mentor teacher will provide guidance and support to the inductee. Formative and Summative assessments are emphasized in order to progress monitor each student and class. A review of the inductee's lesson plans are done on both an announced and

unannounced basis. Mentor teachers are encouraged to scrutinize inductee's lesson plans especially during the first semester (first 18 weeks) and provide both positive and constructive feedback. Knowledge of successful researched -based instructional models is recommended via the Standards Aligned System (SAS).   In the event an inductee is really struggling, bringing in a daily sub for his/her class and allowing he/she to observe veteran teachers during the day is highly acceptable and, in fact, is encouraged.

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

An inductee survey will be developed and a pre and post participation will be required. The objective of the surveys will be to assess the acquisition of new skills over a one year period.
A portfolio will be created to reflect self-assessed growth and needs. The portfolio will be submitted to the inductees mentor on a quarterly (or more if necessary) basis to ensure that the inductees are receiving appropriate training and professional feedback. It is highly recommended that the inductee also shares the portfolio on a quietly basis with his/her administrator after meeting with the assigned mentor.
Information from previous inductee in programs will be collected during the reference consultation based on their resume.

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).
- Department Chairs are considered first priority mentors

Unchecked answers

- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Mentors always have content/subject matter certifications and in that specific department. All mentors model professional standards, accountability and professionalism. In addition, they are well versed in WVW district policies and procedures. All mentors have demonstrated high levels of professionalism working with peers, students, parents and administration and stay current in their content area. Additional responsibilities are

accepted as part of the mentor process especially if an improvement plan is required working in conjunctions with administration. Although no formal mentor training is required, all selected mentors have their Level II certification. Communication and listening skills of mentors are of top priority. If the administration feels either of these paramount skills are lacking, the individual is not chosen to mentor.

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

Because of scheduling conflicts, it is now always possible for mentors and inducted to have compatible schedules. Meetings both before and after school are sometimes necessary.

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			
Assessments		X	X	X		
Best Instructional Practices		X	X	X		
Safe and Supportive Schools	X		X		X	
Standards	X					
Curriculum	X		X		X	
Instruction	X		X		X	
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X		X		X	
Materials and Resources for Instruction	X				X	

If necessary, provide further explanation.

In the initial August meeting for inductees, Code of Professional Practice and Conduct for Educators, Standards and Curriculum, Instruction and Materials and Recourses for Instruction are addressed. Mentors begin the process of Assessments and Accommodations/Adaptions usually by week two. Data in the form of summative and formative assessment is addressed as an ongoing process with PSSA data being used to drive instruction when available (in addition to School Performance Profile information). School safety is constantly emphasized to inductees during the course of the school year. Act 71 Suicide prevention is now mandated for 6-12 teachers. Mandated Reporting takes place as per the PDE mandate. Assistant Principals continually monitor and seek feedback from inductees regarding classroom management, procedures and routines, assessments, attendance and especially lesson plans. Monthly building level department meetings and faculty meeting also allow the new teacher to become aware and acclimated to procedures and routines, adaptations and accommodations, ordering/budget requests and curricular/assessment information.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Administrators will generally meet with the mentor once a month to gain feedback on the inductee. Based on that meeting, the admiration may call for an immediate meeting or an informal one with the inductee.   In either instance, both positive feedback and constructive suggestions for improvement are given. The inductee will also be given feedback by the assistant principals who will be doing numerous informal "walk through" evaluations.

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: **1110**

Identification Method

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

The WVW School District utilizes the discrepancy model to assist in identifying students with a primary exceptionality of SLD. The Discrepancy Model assesses whether a substantial difference, or discrepancy, exists between a student's scores on an individualized test of general intelligence and his or her scores obtained for one or more areas of academic achievement. The accepted criteria to identify a student as having a

learning disability using the IQ-achievement discrepancy is a difference of at least two standard deviations(30 points).

The school psychologist conducts intelligence and achievement testing for students referred by the School Counselor/Child Study Team to determine eligibility for Special Education Services.

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

Total Enrollment : 4,983 1,718,530
Total Special Education Enrollment 1,110 283,145
Percent Special Education 22.3% 16.5% Percent of Special Education
Enrollment by Disability Autism 5.8% 10.7%
Deaf-Blindness --- 0.0%
Emotional Disturbance 10.1% 8.5%
Hearing Impairment Including Deafness --- 1.0%
Intellectual Disability (Mental Retardation) 10.1% 6.5%
Multiple Disabilities --- 1.1% Orthopedic Impairment --- 0.2%
Other Health Impairment 17.1% 14.9% Specific Learning Disability 45.1% 41.8%
Speech or Language Impairment 10.4% 14.7% Traumatic Brain Injury --- 0.2% Visual Impairment Including Blindness --- 0.4%
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 https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx
2016- 2017 Special Education Data Report indicated the following disproportionalities:
Comparison from Penn Date below WVW district:

Autism: 5.8% (WVW)   10.7% (State)

Emotional Support: 10.1% (WVW) 8.5 (State)
Specific Learning Disability   45.1% (WVW)   41.8% (State)
Speech or Language Impairment   10.4% (NP)   14.7% (State)

The Wyoming Valley West School District over the past 15 months has developed a comprehensive Child Study Program in hopes that the Child Find/Child Study Process is more reliable and valid.

Reasons for Discrepancies:

(1) In the past three years, the Wyoming Valley West School District has had a significant influx of students from out of state and other districts in PA whose families have 3 or more children either already identified or who have begun the evaluation process right before moving to Wyoming Valley West. Disability category can vary with each family.

(2) Particularly in the area of Intellectual Disability, many of the students identified have siblings with the same identification. For example we have a family that has an I.D. child in KG, one in 3rd grade, one in 7th grade and another in high school, all placed in Life Skills classrooms.

(3) In recent years, there has been an increase in parents' asking for evaluations even after their child has not qualified. Much of this is due to a push to receive Social Security Disability benefits. For example, when a child does not qualify, parent will return with new diagnoses from different behavioral, psychiatric or medical agencies. Attorneys have even become involved and have called asking for "new information" on students after a judge has not qualified the child for benefits.

(4) A major issue which we are experiencing is that the courts are assigning "IEPs" as a cure for truancy. We have had 4 discussions at Roundtable meetings in the past two years where we discussed the evaluation process. Parents come to court with attorneys and "advocacy" groups who come in and lobby for the parents' wishes instead of the child's needs. One example is a parent who has had an extensive truancy history in our district. She has children who have graduated and now has two elementary children with 40 to 60 days unexcused absences. The court's answer was to "...give them all IEPs." The district was forced into evaluations. The children still are not going to school. One did not qualify and the parent refused to sign the NOREP.

The WVW School District utilizes the discrepancy model to assist in identifying students with a primary exceptionality of SLD. In the past, students may have been identified too early based on performance; however, the district's new Child Study Protocol hopes to make this process more efficient and valid.

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?

Within the borders of the WVWSD, there are no existing: children's institutes, detention homes, drug and alcohol treatment centers, or juvenile incarceration institutes. There is a homeless shelter, the McCawley House, for abused mothers and their children, and WVWSD honors any students from that location to attend their schools and provide all

necessary services as they would for any student within the district.

The Wyoming Valley West School District is a host district to a group home operated by Step-By-Step Group Homes. The students residing in the group homes receive FAPE with the same process as all Wyoming Valley West district students.

The Genesis School (psychiatric and behavioral) in Kingston serves students from the Wyoming Valley School District as well as students from other districts. The process for maintaining special education students' rights follows the BEC guidelines:

Whenever a student is a suspected or identified eligible student as defined in 22 Pa. Code Ch14 (relating to special education services and programs) and 342 (relating to special education services and programs), the school district in which the institution is located is responsible for:

(1) Providing the student with an appropriate program of special education and training consistent with this act and 22 Pa. Code Chs. 14 and 342; and

(2) Maintaining contact with the school district of residence of the student for the purpose of keeping the school district of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student.

(3) The student's school district of residence and the school district in which the institution is located may agree to an arrangement of educational and procedural responsibilities other than as contained in subsection (c), provided that the agreement is in writing and is approved by the Department of Education after notice to and an opportunity to comment by the parents of the student.

The agency will contact the Directors of Special Education and will be directed to follow the typical registration process for the student to be enrolled. The evaluation and IEP process is the same as with any student, and along with that includes the rest of the IEP team, we invite the student's LEA to participate in all meetings pertaining to the child's education. The student's LEA is held responsible for the financial obligations for educational services provided to that child while residing in the group home.

 LRE:

The LEA along with the school (program), will determine whether the current placement is the Least Restrictive Environment by reviewing data testing and observation before and during the placement.

Barriers:

The barriers that the district has encountered thus far are:

*We had a difficult time (at first) because of HIPAA regulations getting information on students both from our district and from others.

*Outside districts have been slow getting us information regarding their students.

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).

According to the BEC and regulations regarding 1306, when a student is incarcerated or placed in a court ordered facility, the host school district has the Child Find responsibility for children "thought-to-be" eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all 1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host district, or a person appointed by a court to provide such consent.

If a child who is "handicapped" under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under IDEA and Chapter 14. One indication that a child is thought to-be-eligible may include a determination by the host district, parent, or a professional that the child's educational needs cannot be met in a regular public school setting. For children suspected as IDEA eligible students, the host district is responsible for maintaining contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student.

Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs (IEPs) in accordance with the IDEA and for "qualified handicapped students" with Service Agreements in accordance with 504 of the Rehabilitation Act of 1973

and 22 PA Code Chapter 15.

The host district must also take measures to contact the home school districts of the students and begin its own collection of data and evaluation.

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.   **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.**

Models that foster inclusion in our schools are: Co-Teaching, Special Education Aides, curricular adaptations, modifications, accommodations, collaboration of Regular and Special Education Teachers, Act 80 and In-Service Days, parental input, School Wide Positive Behavior Support Model.

The district emphasizes IEP development that fosters inclusion with SDI and professional development of staff. Special education students that have pull-out special education services by Special Education teachers are serviced in specific instructional areas when their needs cannot be adequately met within the regular education classroom. Targeted instruction areas identified on the IEP that require specially designed instructional strategies outside the regular classroom for short periods of the day are recommended. The WVWSD strives to maintain an identified students' educational placement in their school of origin utilizing all accessible supplementary aids and services.

The WVW legal consultant provides In-Service training on the Gaskins settlement and least restrictive environment information to our all teachers and support staff. Training

opportunities have also been provided by the Training and Consultation (TAC) Team from the Luzerne Intermediate Unit 18 with a focus on, but not limited to Co-Teaching practices and Differentiated Instruction techniques and strategies, and practical application of these strategies. The TAC trainings have also been provided for school counselors and building administrators. Additional trainings during the year are provided by PaTTAN, usually by video means.

Para-Educators work in the general education classroom with supervision from the teaching staff. All Special Education Aides are highly qualified and receive a minimum of 20 hours of continuing education per year.

The Wyoming Valley West School District (WVWSD) is committed to ensuring that to the maximum extent appropriate, all students identified as exceptional under IDEA are educated with their non-disabled peers in the least restrictive environment (LRE) with the use of supplemental aids and services to allow for them to be successful. WVW provides a cadre of services to encourage and promote the Least Restrictive Environment (LRE) to all students. Students who qualify for and are in need of specially designed instruction under IDEA, begin in the least restrictive environment with the use of supplementary aids and services and may move into a more restrictive environment / placement if deemed appropriate and necessary by the student's IEP team based on data review and student performance. Identification for services under Chapter 14 begin with the Child Study Referral system. WVW is in the process of improving the child study referral procedure in all buildings - elementary (K-5), middle (6-8) and high (9-12+) and includes the input of parents / guardians, student, guidance counselors, Director of Special Education, general education teacher(s), specialty teacher(s), related service providers, Title I providers, building nurse, building administrators, and if necessary, representatives from outside agencies. WVWSD also purchased a universal screening tool to better assist children upon entry into our school district.

Prior to an identified student being placed in an out-of-district educational placement, the student's Individualized Education Program (IEP) team will convene. All members of the student's IEP team will be invited to participate to assist in determining the appropriate placement of a student who has not demonstrated success in his/her current educational placement. All relevant data will be discussed / reviewed / revised / analyzed as needed. This data may include and will not be limited to: educational progress monitoring; behavioral data collection sheets; disciplinary records; attendance; work samples; previous and current grades; team input; etc. If additional data is needed to assist in determining an appropriate educational placement, a *Permission to Re-evaluate Consent Form / Prior Written Notice* (PTR/PWN) will be issued and the evaluation process will be followed and concluded in a reevaluation. If additional data is not warranted, a reevaluation will be conducted upon record review and team input.

An alternative educational placement will not be determined until parents / guardians have the opportunity to visit proposed placement(s) and to meet with appropriate faculty / staff. Upon parent / guardian agreement, the student's educational team will convene to prepare

/ discuss a smooth transition.

WVWSD maintains close contact with all out-of-district placements in order to monitor the progress of all district sponsored students. A WVWSD representative participates, either in person or via phone conference, with IEP meetings to which he/she is invited as well as other team meeting as needed.   The WVWSD also participates in an appropriate transition plan to ensure a successful transition when the student either returns to his/her home district or is in need of a more restrictive educational environment.

The Special Education Department maintains a close relationship with the Assistant Superintendent, building Principals, related service providers, and outside agencies to ensure that the students of WVWSD receive a full continuum of supports / services within the LRE. The WVWSD effectively utilizes research based programs within the core areas of Reading, Mathematics, and English Language Arts. Evidence based programming and teaching strategies are utilized in aligning curriculum to the Common Core Standards within all district buildings.

WVWSD has worked closely with PaTTAN, our local intermediate unit (LIU 18), neighboring school districts, and a variety of outside agencies to provide training, consultation, and technical assistance to faculty, staff, and administrators. Members of WVWSD's faculty / staff have received training in a variety of programs / services, including – SRA Corrective Reading, Multi-tiered Support Services (MTSS), Crisis Prevention and Intervention, School-wide Positive Behavior Support (SWPBS), truancy elimination, Student Assistance Program (SAP), AIMSweb (Progress Monitoring tool), Differentiated Instruction (DI), disability specific trainings, and co-teaching, amongst others.

WVWSD has continued to work toward implementation and improvement of the twenty (20) indicators outlined in the Pennsylvania State Performance Plan (PSPP). Indicator 5 (Least Restricted Environment - LRE) has been an ongoing focus of concern with the emphasis on developing a cadre of programming within WVWSD to meet the diverse educational / behavioral needs of all students. WVW does actively participate with the local intermediate unit (LIU 18) and neighboring school districts in maintaining and developing additional programming for students.

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.)

The WVWSD attempts to replicate successful programs at all instructional levels by utilizing

evidence based models for all students regardless of their educational placement. By implementing de-escalation strategies and school wide positive behavior support programs, all educators and support staff are assisted in maintaining a student's placement in the least restrictive environment.

The WVWSD encourages all educators to participate in Safety Care training to acquire the skills necessary to de-escalate and provide immediate positive reinforcement to all students.

The WVW SD uses a number of School Wide Positive Behavior Support Programs. Our Middle School **CLICS**
 program (Changing Lives Integrating Children Socially), has drawn much attention by media and other school districts. Student Council students serve as mentors for our Life Skills students; from eating lunch together to spending time in the Life Skills setting. WVW Middle School students are taking a proactive approach to positive behavior supports.

The **Strengthening Families Program (PROSPER)**
 allows parents and students to work together to develop skills related to family development and socialization. Finally, our **Know Bull**
program is developed as an anti-bullying initiative.

Elementary students in our five elementary buildings use a combination of rewards and recognition for positive behavior such as: Student of the Month, Star Student, and Spartan Student of the Semester, Character Traits and Dana Dollars.

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.

	SE Inside Reg Class 80% or More	SE Inside Reg class <40 %	SE In other settings
WVW	56.8%	12.3%	12.7%
Federal Target	63.1%	8.5%	4.6%

Special Education inside Regular Education Setting – Current 12.3%, Target 8.5%

Reduction of the number of Special Education Referrals

The WVWSD has developed a Special Education Committee that is comprised of special education teachers, related service providers, school counselors, district administrators and Title 1 instructors. The committee is designed to consult about existing procedures,

systemic weaknesses and potential solutions.

The WVWSD has implemented a District procedure for the implementation of the Child Study Team in the Elementary setting. The function of the CST is to provide academic and/or behavioral accommodations in the regular education setting, for any at risk student, by the regular education teacher with regulated review for a maximum of 90 days. The CST, through data collection, record review and team consultation determines if the student is responding to the intervention strategies. If so, the accommodations continue. If not, the CST will refer the student for a comprehensive Ch. 14 evaluation.

The WVWSD has forwarded the elementary CST to our Middle School for modification and implementation at their building level. Upon completion and implementation of the CST in grades 6, 7 & 8, the procedure will be forwarded to the high school for modification and implementation.

Increase the number of researched based intervention strategies in the regular education setting.

The WVWSD will increase the number of faculty members who are knowledgeable of the implementation of the Wilson Reading Program through formalized training and direct access to resources.

The WVWSD will increase the number of faculty members who are knowledgeable of the implementation of the Reading Milestones Reading Program through formalized training and direct access to resources.

The WVWSD will increase the number of faculty members who are knowledgeable of the implementation of Touch Math through formalized training and direct access to resources.

The WVWSD will increase the number of researched based intervention strategies accessible to the Title 1 service providers.

Special Education in Other Educational Settings – Current 12.7%, Target 4.6%

Increase the number of available programs within District across the spectrum of services.

The WVWSD will be creating two elementary Autism classrooms (2018-2019) to allow a return of our identified students to their district of origin.

The WVWSD is creating three Life Skills classrooms (2018-2019), at all developmental levels, to allow a return of our identified students to their district of origin.

The WVWSD has created a Life Skills classroom (2017-2018), for grades 4 & 5, to allow a return of our identified students to their district of origin.

Increase the number of attempts at maintaining placement, of an identified student, in their district of origin.

The WVWSD will increase the number of training opportunities, to all professional and support staff that address the academic and behavioral needs of all students.

The WVWSD will increase the number of training opportunities, to all professional and support staff that address the evidenced based intervention strategies for all 13 exceptionalities.

The WVWSD will increase the number of training opportunities, to all professional and support staff that increases the understanding of the role of mental health in the school setting.

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.

The WVW District adopted a positive behavior support policy in 2009. It states: A student with disabilities shall be educated in the LRE and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aides and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific interventions to address behavior that interferes with learning. The identification, evaluation, and plan or program, shall be conducted and implemented in accordance with state and federal law and regulations.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures including de-escalation techniques.

The WVW District adopted a positive behavior support policy in 2009. It states: A student with disabilities shall be educated in the LRE and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aides and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific interventions to address behavior that interferes with learning. The identification, evaluation, and plan or program, shall be conducted and implemented in accordance with state and federal law and regulations.

The Board directs that the district's behavior support programs shall be based on positive

rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. Before a restraint is used, staff is trained to in various techniques of de-escalation:

-The student is provided time and space for processing.

-Questions are asked, such as "What happened" instead of "What is wrong with you?"

-Provide distraction away from the situation.

-Avoid power struggles.

-Remove student from environment.

-Provide opportunities for stress relief.

-Teach breathing techniques.

-Conversational reminders of positive moments.

-Model prosocial skills

In each building in the district teams have been trained in Safe Crisis Management, so if restraints are necessary the child's safety and welfare are always the first consideration. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. Within the Special Education Department, the behavior support plans are closely monitored using AimsWeb.

The WVW Middle school has developed a team to develop the school wide positive behavior program with in their facility. This is aligned with the FSA requirements and will be fully functional for the start of the 2018-2019 school year.

On a district level, WVW guidance counselors screen via child study teams and help develop plans for interventions for at-risk students. On the elementary level, "Student of the Month" programs are implemented. Also, elementary students are awarded "WVW Bucks" as motivation to redeem for tangible rewards and for preferred activities. On a middle school level, students participate in CLICS (Changing Lives Integrating Classmates Socially). Regular education students have increased awareness and allowed our special education students the opportunity to integrate with regular education students during many non-academic activities. The OT7G/OT8G On To 8th Grade program identifies struggling 6th and 7th grade students. Strategies are implemented to help at-risk students improve academically and behaviorally. The SAP programs on all levels provide support for students who are believed to be involved with at-risk behavior. Parents are made aware of issues involving their children and school wide interventions are available such as the Wyoming Valley Drug and Alcohol services. "Spartan Stars" is a HS program that recognizes, on a monthly basis, individual students who are preforming well academically after previously struggling or, who have been behavior problems and turned things around. The "Caught Doing Good Program" identifies students who are having a positive impact on the middle school. The students are awarded a certification and recognized by the school and local media.

The school district utilizes school social workers provided through the IU18 in our buildings to help provide wrap around approach to student education.

State Street Elementary houses SSBH, a program run by CSC which works with behavioral and mental health issues as a team.

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.

The School District is committed to providing resources, staff, and supports necessary for successful placement of students with disabilities. When the district operated programs are not able to meet the needs of a student, the district requests assistance from the Luzerne Intermediate Unit for an available and appropriate classroom.

In the event that the IU does not have an adequate placement, the district seeks the assistance from the Interagency Coordinator, employed by the IU. In the past, the county employed a CASSP Coordinator who would help facilitate the process of placement outside the district into private day programs, residential treatment facilities and other programs available to the district. The Luzerne County Mental Health and Developmental Services employs a Base Service Unit Placement Coordinator who assists with placement in Residential Treatment Facilities both in Pennsylvania and outside the state. The BSUPC convenes the IEP/Interagency team and compiles the necessary documents to be sent to the desired facility. The District has utilized this service and has found it to be helpful in obtaining placement for students in need of an RTF placement. The LIU Interagency Coordinator also assists the district in finding appropriate programs for hard-to-place students.

The population of students requiring special education services has changed greatly in the past several years. The School District is noticing an increase of students from outside the state, who enroll into the district, already identified and with a generated IEP detailing behavioral/emotional needs. Although we have increased our district operated classes designed for this population, we still find it necessary to enroll many students in alternate education placements. The IU operates two school-based partial hospitalization programs which we also find helpful in providing FAPE for students undergoing therapeutic services for their severe emotional needs; in fact, the WVW High School houses the high school school-based partial hospitalization program. However, this option is only available for a few elementary and high school grades, and currently does not offer services for grades seven and eight.
In spite of some increased options for students with behavioral and emotional needs, this continues to be an area of concern for the District. There seems to be an increased need to provide a placement options for elementary and middle school students identified Intellectually Disabled who also demonstrate behaviors which impede their safety (and others') in their least restrictive environment. Many of these students are identified as ID with a secondary exceptionality of Emotional Disturbance. The WVW

High School also houses the ID/ED classroom for LIU 18.

The increased population of students diagnosed on the Autism Spectrum has allowed this school district to focus on providing services to educate these students in regular education classes with supplementary aids and services. The district is also providing on-going professional development for conducting Functional Behavioral Assessments and writing Behavior Improvement Plans. The school district has recently engaged the services of an IU employed social worker who will provide additional goals and objectives related to developing appropriate social skills for this population of students. This related service was added to the curriculum for students identified as having an Emotional Disturbance and who require anger management and conflict resolution goals. State Street Elementary houses the K-5 Full-Time Autistic Support Classroom for the LIU 18. The WVW High School houses the Full-Time Autistic Support classroom for LIU 18 as well.

Finally, the district uses New Story, Children's Service Center Partial Hospitalization, Kid's Peace, and the Graham Academy for students whose needs exceed the supports and services that can be provided in a regular education setting.

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.

 The Wyoming Valley West School District currently operates 57 special education programs within the district. The District continues to evaluate and assess each program's effectiveness to determine if service delivery options are meeting the needs of students in their least restrictive environment.

The primary strength of our special education program is the special education staff including our teachers, teacher aides, personal care assistants, student and adult volunteers. In addition, the involvement of the school counselors and building principals with our special education services, allows for the successful inclusion of the students in general education classes and activities. The administrative staff and the teachers have demonstrated the willingness to pursue new ideas and practices in meeting the varied needs of our students.

The special education department, through our involvement in the federal Medical Assistance Program, has been able to provide enhanced technology options to our students and teachers. In addition to computers and software, we have purchased specific assistive devices to enable students to successfully participate in general education programs while maintaining their independence. The funds generated from this program have also allowed for regularly scheduled community based instruction programs for our life skills support classes.

 The Wyoming Valley West School District has implemented the discussion of the Penn Link questions at all IEP meeting to ensure that students regardless of their disabilities, will be educated in our schools. This practice has resulted in less out of district placements and has

helped facilitate increased trainings for our professional staff. Professional development opportunities have also been provided for all teachers regarding inclusive practices including co-teaching strategies, progress monitoring/AIMS web, and differentiating instruction. Professional development is provided to the entire district staff throughout the school year. This has increased the awareness levels for the administrators, other students, teachers and parents toward the appreciation of diversity and the understanding of the needs of the disabled individuals in our schools.

The Wyoming Valley West School District has been working with PATTAN and the LIU18 to introduce MTSS on an elementary level with a plan to continue it district wide. State Street elementary is the pilot location for this intervention model.

The Wyoming Valley West School District purchased a researched-based reading series designed to address the needs of all of the district's elementary students. The reading series is currently being implemented with fidelity across all elementary buildings. Incorporated into this series are supplemental materials to allow for the instruction to be differentiated within the regular education classroom. In addition to this instructional material, the district has implemented the use of both the Wilson Reading and SRA Reading programs for students whose needs require small group instruction and intense remediation in reading. The district's priority of developing strong reading skills in early grades is believed to be a benefit to all students educated. SRA and Wilson reading have been built into the master schedule as a required course for those students in need of reading intervention. At the High School level, corrective reading is built into the schedules of all special education students not reading on grade level. Additionally, a ninth grade English lab, is offered for additional reinforcement prior to the Keystone Exam.

AIMSweb software has been purchased and implemented into the district to allow our special education staff to monitor the progress of each IEP goal. Our objective with AIMSweb is to incorporate this monitoring tool to assist high risk students with the objective being a decrease in special education identification. The district's priority of developing strong reading skills in the early grades is believed to be a benefit to all students educated in our district.

In addition, a program such as CLICS (Changing Lives Integrating Classmates Socially), as well as various mentoring programs have helped increased awareness and allowed our special education students the opportunity to integrate with regular education students during many non-academic activities. Special education students, specifically students identified as Life Skills or Emotional Support have shown social progress in these programs. After school programs, such as SHINE and the Strengthening Families program provide support for students who are in need of academic supports, social or family supports. Academic counseling groups, school attendance improvement plans and the development of a PBIS (Positive Behavioral Interventions and Supports) schoolwide program are other pieces that have a positive impact on our special education population. On a secondary level, students with disabilities actively participate in all sports and all extra-curricular activities.

The attorney for the district addresses special education teachers and regular education

department chairs regarding legally defensible IEP's and the responsibility for implementation.

Legal consultants periodically speak to teachers on the In-Service and Act 80 days.

Our local Intermediate Unit 18 continues to offer IEP writing workshops to our teachers with emphasis on new transition guidelines.

Special Education teachers on all levels, actively participate in PATTAN webinars to ensure testing procedures for children with IEPs are followed according to guidelines.

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

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Wilkes-Barre Alternative Learning Center (ALC)	Neighboring School Districts	Alternative Education/Emotional Support/Dropout Prevention	5
New Story	Other	Emotional Support, Autism	29
Graham Academy	Other	Autism and Emotional Support	11
Kids Peace	Other	Psychiatric/Mental Health	2
Martin Mattei	Neighboring School Districts	Emotional Support, Autism	4
Wilkes - Barre CTC	Neighboring School Districts	Career and Technical Education, LIU Life Skills	16
West Side CTC	Neighboring School Districts	Career and Technical Education, Life Skills	112
Andromeda House	Other	Mental Health	1
Ashler Manor	Other	Mental Health	2
Children's Service Center	Other	Partial Hospitalization	18
Dallas Middle School	Neighboring School Districts	Autism and Emotional Support	4
Fairview Elementary	Neighboring School Districts	Autism	1
First Hospital	Other	Mental Health	1
Greater Nanticoke Educational Center Elementary	Neighboring School Districts	Partial Hospitalization	3
Kistler Elementary School	Neighboring School Districts	Multi Handicapped	3
LCCC Program	Neighboring School Districts	Continuing Education	4
Lighthouse Academy	Neighboring School Districts	Emotional Support	6
METS Program	Neighboring School Districts	Career Skill Building	2
Real Academy	Neighboring School Districts	Life Skills	4
Ross Elementary	Neighboring School Districts	Emotional Support	1
Solomon Plains	Neighboring School Districts	Multi Handicapped	1
Bradley Center	Other	Mental Health	2
Children's Home of	Other	Mental Health	2

Reading			
United Rehabilitation Center	Other	Life Skills/Sheltered Workshop	1
Vision Quest Standing Timbers	Other	Court Mandated Placement	6
Youth Forestry Camp #2	Other	Court Mandated Placement	1
Scranton School for the Deaf and Hard of Hearing	Approved Private Schools	Deaf and hearing Services	1

Special Education Program Profile

Program Position #1

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	11 to 12	4	0.25
Locations:				
WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	15	0.75
Locations:				
WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 25, 2017

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	11 to 12	13	0.55
Locations:				
WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	7	0.45
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 25, 2017

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	11 to 12	15	0.75
Locations:				
WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	5	0.25
Locations:				
Wyoming Valley West Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 1, 2017

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 14	9	0.45
Locations:				
WVW Middle School	A Middle 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 13	18	0.4
Locations:				
WVW Middle	A Middle School	A building in which General Education		

School	Building	programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 14	1	0.15
Locations:				
Wyoming Valley West Middle school	A Middle School Building	A building in which General Education programs are operated		

Program Position #5
    Operator: School District
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	11	0.65
Locations:				
WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	7	0.35
Locations:				
WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #6
    Operator: School District
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	16	0.65
Locations:				
WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	6	0.35
Locations:				
WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7
    Operator: School District
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	22	0.9
Locations:				

WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	2	0.1
Locations:				
WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8
> *Operator:* School District
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	21	0.7
Locations:				
WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	6	0.3
Locations:				
WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9
> *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 14	3	0.15
Locations:				
WVW Middle School	A Middle 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 14	26	0.85
Locations:				
WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class
>> *Implementation Date:* February 25, 2017

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 14	10	0.6
Locations:				
Wyoming Valley West Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	8	0.4
Locations:				
Wyoming Valley West Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 25, 2017

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 14	4	0.4
Locations:				
Wyoming Valley West Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	11 to 13	7	0.6
Locations:				
Wyoming Valley West Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 25, 2017

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	12 to 14	17	0.9
Locations:				
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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	1	0.1
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: September 5, 2017

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
Full-Time Special Education Class	Learning Support	11 to 12	3	0.6
Locations:				
WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 12	2	0.4
Locations:				
Wyoming Valley West Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 30, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 14	1	0.08
Locations:				
WVW Middle School	A Middle School	A building in which General Education		

Building	programs are operated			

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 14	10	0.85
Locations:				
WVW Middle School	A Middle 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 14	7	0.07
Locations:				
WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 1, 2015

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	11 to 12	3	0.4
Locations:				
WVW 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	Emotional Support	11 to 12	4	0.2
Locations:				
WVW 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
Full-Time Special Education Class	Emotional Support	16 to 16	2	0.4
Locations:				
Wyoming Valley West 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: Class

Implementation Date: September 1, 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	14 to 16	5	0.55
Locations:				
WVW 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	Emotional Support	12 to 14	12	0.45
Locations:				
WVW 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: Class

    Implementation Date: February 25, 2017

    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 18	17	0.85
Locations:				
WVW 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14	1	0.15
Locations:				
WVW High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18

    Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 18	14	0.65
Locations:				

| WVW 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	2	0.35
Justification:				
Locations:				
WVW High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	28	0.75
Locations:				
WVW 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.25
Locations:				
WVW High School	A 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: Class

Implementation Date: February 25, 2017

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	17 to 19	18	0.7
Locations:				
WVW 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	2	0.3
Locations:				
Wyoming Valley West	A 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: Class

   Implementation Date: September 1, 2017

   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	16 to 18	13	0.85
Locations:				
WVW 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.05
Locations:				
WVW 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
Full-Time Special Education Class	Learning Support	17 to 17	1	0.1
Locations:				
Wyoming Valley West High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22

   Operator: School District

   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	15	0.75
Locations:				
WVW 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	2	0.25
Locations:				
WVW High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23

   Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	17	0.75
Locations:				
WVW 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	2	0.25
Locations:				
WVW High School	A 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: Class and Position
　　　Implementation Date: August 29, 2017
　　　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	Life Skills Support	17 to 17	1	0.1
Locations:				
WVW 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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 17	10	0.5
Locations:				
WVW 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
Full-Time Special Education Class	Life Skills Support	15 to 17	6	0.4
Locations:				
Wyoming Valley West High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25
　　Operator: School District
　　PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Speech and Language Support	13 to 21	48	1
Justification: Speech services encompass the entire high school but students with age range greater than 4 are never in the same classroom at the same time.				
Locations:				
WVW High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26

> *Operator:* School District
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	64	1
Locations:				
WVW Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Class
> > *Implementation Date:* February 20, 2018
> > *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	11 to 13	19	0.6
Justification:				
Locations:				
Wyoming Valley West Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	8	0.4
Locations:				
Wyoming Valley West Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Class
> > *Implementation Date:* September 1, 2017
> > *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	13	0.75
Locations:				
WVW Schuyler Ave. 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	6 to 9	5	0.25
Locations:				
Schuyler Avenue Elementary	An Elementary 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: September 1, 2014

            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	6 to 12	56	1
Justification: Students are served in groups of 1-6 within acceptable 3-year age range				
Locations:				
State Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30

        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	9 to 11	11	0.6
Locations:				
WVW State St. 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	9 to 11	8	0.4
Locations:				
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31

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	9 to 11	11	0.6
Locations:				
WVW State St. 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	9 to 11	8	0.4
Locations:				
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program

Operator: School District
PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: September 1, 2017
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	17	1
Locations:				
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program

Operator: School District
PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: September 1, 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	8 to 9	4	0.25
Locations:				
State St. 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

Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	12	0.75
Locations:				
State Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34

Operator: School District

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	12	1
Locations:				
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 8	12	1
Locations:				
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36

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	8 to 9	13	0.6
Locations:				
WVW State St. 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	7 to 9	8	0.4
Locations:				
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Speech and Language Support	5 to 11	59	1
Justification: Speech serviced individually.				
Locations:				
WVW State St. Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	17	0.7
Justification: Students are serviced separately according to age				
Locations:				
WVW Schuyler Ave. 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	6	0.3
Justification: Students are serviced separately according to age				
Locations:				
WVW Schuyler Ave. Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	59	1
Justification: Speech students are serviced separately.				
Locations:				
WVW Dana St. Elementary School	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: Class

Implementation Date: September 5, 2017

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 9	22	0.9
Justification: Teacher goes into regular education classes. Students with age range greater than 3 years are never together.				

Locations:				
WVW Dana St. 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	2	0.1
Locations:				
Dana Street 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: Class

Implementation Date: January 2, 2017

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	8 to 10	22	0.9
Locations:				
State Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	2	0.1
Locations:				
State Street 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: Class

Implementation Date: September 1, 2017

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	6	0.45
Locations:				
WVW Middle School	A Middle School	A building in which General		

Type of Support	Level of Support	Age Range	Caseload	FTE
	Building	Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 14	8	0.55
Locations:				
Wyoming Valley West Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #43 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 2, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 10	2	0.1
Locations:				
State Street 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 10	18	0.9
Locations:				
State Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 11	6	0.3
Justification: Students are taught in groups with appropriate age range at different times. Pull out				
Locations:				
Chester 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	6 to 11	15	0.7
Justification: Students are taught in groups with appropriate age range at different times.				
Locations:				
Chester Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45 - Proposed Program
Operator: Intermediate Unit
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: September 2, 2015
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 11	8	1
Locations:				
Chester Street Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #46 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: April 20, 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 10	1	0.05
Locations:				
State Street 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	9 to 11	12	0.35
Locations:				
State Street 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	6 to 11	9	0.6
Justification: Teachers does pullout. Students with over 3-year age-range are not taught simultaneously.				
Locations:				
Third Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are never serviced simultaneously.				

Locations:				
State Street Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 3, 2017

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	6 to 11	5	0.25
Justification: Students are never serviced simultaneously.				
Locations:				
Third Ave. 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	Speech and Language Support	5 to 11	14	0.75
Justification: Students with age range greater than 3 years are never together.				
Locations:				
Schuyler Avenue	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 1, 2017

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	7 to 10	15	1
Locations:				
Dana Street Elementary School	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: Class

Implementation Date: September 1, 2017
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 7	10	0.5
Locations:				
State Street 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	10	0.5
Locations:				
State Street 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: Class
Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 10	6	0.4
Locations:				
Wyoming Valley West	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 10	8	0.6
Locations:				
Wyoming Valley West School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #53 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: September 1, 2015

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	0.75
Locations:				

State St. Elementary Building	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 8	3	0.25
Locations:				
State Street	An Elementary School Building	A building in which General Education programs are operated		

Program Position #54 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: September 1, 2015
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	10 to 12	12	0.9
Locations:				
State Street 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	10 to 12	1	0.1
Locations:				
State Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #55 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: February 24, 2017
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	Life Skills Support	14 to 17	1	0.01
Justification: The students in this class have the same type and levels of needs for intervention.				
Locations:				
WVW 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
Full-Time Special Education Class	Life Skills Support	14 to 17	6	0.4
Locations:				
Wyoming Valley West 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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 17	10	0.5
Locations:				
Wyoming Valley West High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #56 - Proposed Program

>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Class and Position
>>*Implementation Date:* September 5, 2017
>>*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
Full-Time Special Education Class	Life Skills Support	9 to 11	12	1
Locations:				
Chester Street Elementary	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:* Class and Position
>>*Implementation Date:* September 5, 2017
>>*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
Full-Time Special Education Class	Learning Support	9 to 11	3	1
Justification: Elementary Cyber / teacher also serves regular education students.				
Locations:				
WVW State Street Elementary	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: Class and Position

Implementation Date: January 15, 2014

Justification: Compliance for classroom size was marked as inappropriate.

Explain any unchecked boxes for facilities questions: There are never more than 9 students in this room at one time.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 16	1	0.17
Locations:				
WVW 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 16	2	0.33
Locations:				
WVW 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	Emotional Support	14 to 16	3	0.5
Locations:				
WVW High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #59 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 29, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 11	12	1
Locations:				
Chester Street 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: Class and Position

Implementation Date: August 28, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special	Life Skills Support	11 to 13	10	1

Education Class				
Locations:				
Wyoming Valley West Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #61 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 28, 2018

Explain any unchecked boxes for facilities questions: NOTE: Self-contained class for two students needing multiple accommodations

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	13 to 14	2	1
Locations:				
Wyoming Valley West Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #62 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 28, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 11	10	1
Locations:				
WVW State Street Elementary School	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: Class and Position

Implementation Date: August 28, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 11	7	1
Locations:				
WVW Chester Street Elementary School	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: Class and Position
Implementation Date: August 28, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	8	1
Locations:				
Third Avenue Elementary School	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: Class and Position
Implementation Date: August 28, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 17	6	0.4
Locations:				
WVW High School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 19	6	0.3
Locations:				
WVW 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	Life Skills Support	17 to 19	7	0.3
Locations:				
WVW High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Secondary Special Education	Middle School and High School	1
Director of Elementary Special Education	Elementary Schools	1
Aides and PCA's	District	61.6
Certified School Psychologist	District	2
Occupational Therapist	District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Teacher of the Visually Impaired	Intermediate Unit	3 Hours
Teacher of the Hearing Impaired	Intermediate Unit	45 Minutes
Social Work	Intermediate Unit	1 Days
Orientation and Mobility	Intermediate Unit	3 Hours
Physical Therapy (PT)	Intermediate Unit	12 Hours

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:
On a District level, a consistent systemic challenge is the lack of a uniform analysis of data with teachers for educational planning for all students.   District Department Chairs attempt to collaborate with administration and teachers; however, time constraints and teaching constraints limit the amount of interaction/routine participation.

District Accomplishments

Accomplishment #1:
For the 2016 -2017 school year, the WVW High School students exceeded the annual growth expectation with a score of 81 in Math.

Accomplishment #2:
In the 2016-2017 school year, the WVW Middle School students exceed the annual growth expectation in math and science with a score of 100 and 86 respectively.

Accomplishment #3:
In the 2016-2017 school year WVW's Third Avenue Elementary increased their academic score from 62 to 68; they met 100% of the required achievement gap closure.

Accomplishment #4:
In the 2016 - 2017 school year, State Street Elementary increased their Academic Performance score by from points from 58 to 62. State Street exceeded the expectations for the indicators of academic growth in all three subject matters.

Accomplishment #5:
In the 2016-2017 school year, Schuyler Avenue Elementary increased their academic score by nine points from 49 to 58.5.

Accomplishment #6:

In the 2016-2017 school year, Dana Elementary Center met 100% of the required indicators for closing the achievement gap in math.

Accomplishment #7:

In the 2016-2017 school year, Chester Street Elementary improved their academic score from 71 to 83. Chester Street exceeded their growth expectations in all three subject areas.

District Concerns

Concern #1:

Because of the high amount of absenteeism in the district, a truancy elimination plan was adopted as a part of the district attendance policy.

Concern #2:

According to 2017 SPP, 39.2% of the required gap closure was met for all students in English Language Arts.

Concern #3:

According to 2017 SPP profile Middle school math has had a significant drop for both indicators of achievement and indicators of academic growth. Achievement 23 to 19 and Growth 100 in 2016 to 13 in 2017.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Because of the high amount of absenteeism in the district, a truancy elimination plan was adopted as a part of the district attendance policy.

According to 2017 SPP, 39.2% of the required gap closure was met for all students in English Language Arts.

According to 2017 SPP profile Middle school math has had a significant drop for both indicators of achievement and indicators of academic growth. Achievement 23 to 19 and Growth 100 in 2016 to 13 in 2017.

Systemic Challenge #2 *(Guiding Question #6)* Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

> **Aligned Concerns:**

> According to 2017 SPP, 39.2% of the required gap closure was met for all students in English Language Arts.

> According to 2017 SPP profile Middle school math has had a significant drop for both indicators of achievement and indicators of academic growth. Achievement 23 to 19 and Growth 100 in 2016 to 13 in 2017.

Systemic Challenge #3 *(Guiding Question #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

> **Aligned Concerns:**

> Because of the high amount of absenteeism in the district, a truancy elimination plan was adopted as a part of the district attendance policy.

Systemic Challenge #4 *(Guiding Question #5)* Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures students who are academically at risk are identified early through data analysis of existing achievement assessments (CBAs, PSSA, Renaissance and Keystone). Research based interventions (Title 1, SRA, Wilson Reading, Reading Milestones, Touch Math) will be used to decrease instructional gaps; implementation includes standardized assessments for monitoring effectiveness.

Related Challenges:

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Interim

Data Source: Child Study Teams and or IEP teams, PSSA Renaissance,

Specific Targets: Students performing below current grade level standards will decrease their instructional gap by 2-3% annually. Which can be measured by AimsWeb, Renaissance or IEP progress monitoring.

Strategies:

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

Data Walkthroughs

Description:

Schedule weekly walkthroughs to classrooms and conduct a follow-up meeting to provide specific feedback and recommendations. Resource: http://effectivestrategies.wiki.caiu.org/Using+Data

SAS Alignment: Assessment, Instruction

Title I Reading and Math Support

Description:

Title I teachers identify students that need additional academic instruction in Math and/or Reading. Additional individual or small group instruction by highly qualified school district personnel to close the instructional gap. The Wilson Reading System will be implemented in 2018-2019 at all instructional levels to achieve the outcomes stated above.

SAS Alignment: Instruction

Implementation Steps:

Identify Child Study Team

Description:

Identification of individuals involved with data collection and dissemination.

Start Date: 8/27/2018   **End Date:** 6/16/2021

Program Area(s):

Supported Strategies:

- Title I Reading and Math Support

Data Collection

Description:

IQ Screen, Academic Achievement (Reading and/or Math), Behavior if applicable, health and any other applicable related service (OT, PT and/or Speech).

Start Date: 8/27/2018   **End Date:** 6/16/2021

Program Area(s):

Supported Strategies:

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

- Data Walkthroughs

- Title I Reading and Math Support

Data Analysis

Description:

Child study teams meet every 30 days to collect, review and analyze data.

Start Date: 8/29/2017   **End Date:** 6/12/2021

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

Supported Strategies:

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

Discrepancy Model

Description:

Faculty will be trained on the details of the "discrepancy model" when considering any student at risk.

Start Date: 8/27/2018 **End Date:** 6/16/2021

Program Area(s):

Supported Strategies:

- Title I Reading and Math Support

Determination of Intervention Effectiveness

Description:

The Child Study Team will evaluate the effectiveness of the intervention strategies every thirty days.

Start Date: 8/27/2018 **End Date:** 6/16/2021

Program Area(s): Student Services

Supported Strategies:

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

- Title I Reading and Math Support

Goal #2: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: The data source will include PSSA, Keystones, Renaissance, PVAAS, CDT

Specific Targets: Increase in buildings SPP academic scores of 3 percent per year.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

SAS Alignment: Assessment, Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Instruction

Implementation Steps:

Implementation of Danielson Framework

Description:

The teacher will implement the framework as follows:

A three-week unit plan

• Instructional plan for at least one lesson

• Samples of assessment procedures

• Evidence of knowledge of students and resources

• Artifacts of in-class assignments and homework

• Samples of student work

• Teacher reflections

• Logs of family contact, participation in school and district projects, professional contributions, and

Professional development.

• A research log that demonstrates a teacher's structured approach to asking and answering questions.

Start Date: 8/27/2018 **End Date:** 6/10/2021

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

Supported Strategies:

• Substantial Professional Development

Professional Development Team

Description:

Establish a Professional Development Team.

Start Date: 8/28/2018 **End Date:** 6/16/2021

Program Area(s): Professional Education

Supported Strategies: None selected

Professional Development

Description:

Throughout each school year, faculty and staff will participate in instructional trainings with the goal of improving student performance.

Start Date: 9/1/2019   **End Date:** 6/10/2022

Program Area(s): Professional Education, Student Services

Supported Strategies: None selected

Needs Assessment Identification

Description:

Establish a survey that will assist in identifying needs for professional development.

Start Date: 8/28/2018   **End Date:** 6/15/2021

Program Area(s): Professional Education

Supported Strategies: None selected

Goal #3: The District will implement uniform child study team practices across all buildings and instructional levels.

Related Challenges:

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Interim

Data Source: AimsWeb, Renaissance or IEP progress monitoring. Otis Lennon

Specific Targets: Students performing below current grade level standards will decrease their instructional gap by 2-3% annually. Which can be measured by AimsWeb, Renaissance or IEP progress monitoring.

Strategies:

Common Assessments - Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

SAS Alignment: Assessment

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

Title I Reading and Math Support

Description:

Title I teachers identify students that need additional academic instruction in Math and/or Reading. Additional individual or small group instruction by highly qualified school district personnel to close the instructional gap. The Wilson Reading System will be implemented in 2018-2019 at all instructional levels to achieve the outcomes stated above.

SAS Alignment: None selected

Implementation Steps:

Data Analysis

Description:

Child study teams meet every 30 days to collect, review and analyze data.

Start Date: 8/29/2017   **End Date:** 6/12/2021

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

Supported Strategies:

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

Data Collection

Description:

IQ Screen, Academic Achievement (Reading and/or Math), Behavior if applicable, health and any other applicable related service (OT, PT and/or Speech).

Start Date: 8/27/2018   **End Date:** 6/16/2021

Program Area(s):

Supported Strategies:

- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making

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

Identify Child Study Team

Description:

Identification of individuals involved with data collection and dissemination.

Start Date: 8/27/2018   **End Date:** 6/16/2021

Program Area(s):

Supported Strategies:

- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making

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

- Title I Reading and Math Support

Professional Development

Description:

Throughout each school year, faculty and staff will participate in instructional trainings with the goal of improving student performance.

Start Date: 9/1/2019   **End Date:** 6/10/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making

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

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures students who are academically at risk are identified early through data analysis of existing achievement assessments (CBAs, PSSA, Renaissance and Keystone). Research based interventions (Title 1, SRA, Wilson Reading, Reading Milestones, Touch Math) will be used to decrease instructional gaps; implementation includes standardized assessments for monitoring effectiveness.	Strategy #1: Title I Reading and Math Support

Start	End	Title	Description
8/27/2018	6/16/2021	Discrepancy Model	Faculty will be trained on the details of the "discrepancy model" when considering any student at risk.

Person Responsible	SH	S	EP	Provider	Type	App.
CST Chairperson	2.5	1	350	LIU	IU	Yes

Knowledge	Special Education Guidelines
Supportive Research	Discrepancy Model based on IDEA

Designed to Accomplish

For classroom teachers, school counselors and education

Enhances the educator's content knowledge in the area of the educator's

specialists: certification or assignment.

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.

Training Format

LEA Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Related Service Personnel	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

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 or 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).

Affirmed by Joseph Mazur on 5/30/2018

Board President

Affirmed by Irvin DeRemer on 5/30/2018

Superintendent/Chief Executive Officer