Wyoming Valley West SD

Special Education Plan Report

07/01/2014 - 06/30/2017

District Profile

Demographics

450 N Maple Ave
Kingston, PA 18704
(570)288-6551
Superintendent: Charles Suppon
Director of Special Education: Mary Agnes Kratz

Planning Committee

Name	Role
Erin Keating	Administrator
Mary Agnes Kratz	Special Education Director/Specialist
Joseph Mazur	Board Member
Mary Ann Peterlin	Elementary School Teacher - Special Education
Barry Rogers	Special Education Director/Specialist
Charles Suppon	Administrator
David Tosh	Administrator
Nina Wozniak	Secondary School Teacher - Special Education

Core Foundations

Special Education

Special Education Students
Total students identified: 1405

Identification Method

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

The process for identifying students with specific learning disabilities begins with a referral from the child's teacher, parent, counselor, child study team, or family physician. A referral packet is generated by the guidance counselor and is completed with information from the teacher(s), parent, nurse, building guidance counselor, and related service screenings. Concurrently, a permission to evaluate form is sent to the child's parent (guardian) for consent. Once the permission to evaluate form is received by the school district, the school psychologist and appropriate clinicians/therapists begin their evaluations which may include any of the following: observations, appropriate testing, student interviews, record review, and data gathered by consulting with parents, teachers and/or counselors. Based on the review of the data compiled, the psychologist and MDE team will determine whether there is a significant discrepancy between achievement and ability which is not correctable without special education and/or related services. The determination of eligibility is also based on the student's measurable response to researched-based interventions, student behaviors, medical findings, if any, and whether environmental, cultural or economic disadvantages have had a possible effect on the student's academic performance. At the conclusion of the evaluation process, an evaluation report, with the findings, is generated. The school psychologist then notifies the guidance counselor, who schedules the MDE team meeting. The purpose of the MDE meeting is to review the results of the evaluation with the entire MDE team. At the MDE meeting, a written evaluation report is offered to the team and signatures of all participants are required to signify agreement or disagreement with the findings and recommendations in the report. If the student is found to be eligible, an IEP team meeting is scheduled after a ten day waiting period. Under certain circumstances, a waiver is offered for the parents' consent to allow the IEP team meeting to occur in a period less than ten days after the MDE team meeting. At the IEP meeting a NOREP is issued for the parents to accept or reject the recommended 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: http://penndata.hbg.psu.edu/BSEReports

http://penndata.hbg.psu.edu/BSEReports/Data%20Preview/2012_2013/PDF_Documents/Speced_Quick_Report_SD352_Final.pdf
No significant disproportions exist. While WVW is about 3% higher than the state average of the percentage of special education students, we continue to work diligently to reduce special education identification unless warranted by the referrral process.

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 is 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 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 thand 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 residding in the group home.
The Wyoming Valley West High School houses three programs through LIU 18. They are: Intellectual Disability / Emotional Support, Full Time Autistic Support and Partial Hospitalization. State St. Elementary School houses one full time autistic support for LIU 18.
2. Not applicable.
3. Not applicable.

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).

WVWSD's Department of Special Education is contacted by the Transition Officer from Luzerne County Juvenile Probation, once a student is incarcerated. An IEP team meeting is conducted to determine necessary and appropriate programs. WVWSD acts as the LEA, and funding source for the child's needs while incarcerated.

Regular education students who are incarcerated and experiencing difficulties suggesting identification as disabled students, would go through the same identification process in placement as they would if they were receiving their education within the district. If and when identified, the WVWSD serves as the LEA, and funding source for the individual education program while the student is incarcerated.

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.

The Wyoming Valley West School District ensures to the maximum extent appropriate, children with disabilities 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 in a satisfactory and appropriate manner.

The Child Study Team process ensures before a MDT evaluation is conducted that support services in the regular education environment are present. Regular education Instructional Aides, Title One Teachers, Wrap Around 50 Services, District Social Worker, School Counselors, and Co-Teachers in the class may provide assistance to that student.

Needed Special Education Services are given in the regular classroom to ensure that to the maximum extent possible the student is exposed to and can progress adequately within the general education curriculum of the WVW School District.

Models that foster inclusion in our schools are: Co-Teaching, Special Education Aides, Curricular Adaptations, Modifications and Accommodations, Collaboration of Regular and Special Education Teachers, Time for Collaboration in Lesson Plans on Act 80 and In-Service Days, Parental Input, School Wide Positive Behavior Support Model, Inclusion Self Study and Action Planning in each building. The district emphasizes IEP development that fosters inclusion with SDI, Title One in the classroom, after school tutoring, and professional development of staff.

Special education students that have pull-out special education services by Learning Support 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 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. Elementary students in our five elementary buildings use a combination of rewards and recognition for positive behavior. Other district initiatives include **Bridging the Gap**
, a program providing students with the opportunity to interact with others in a judgment-free-zone with the goal of respecting differences. The **Strengthening Families Program (PROSPER)**
 allows parents and students to work together to develop skills related to peer pressure issues. Finally, our **Know Bull and Olweus**
 programs were developed as anti-bullying initiatives. The **Diversity Club**
at the WVW High School conduct numerous programs that strengthen tolerance and diversity.

The WVW legal consultant provides In-Service training on the Gaskins settlement and least restrictive environment information to our special education 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 guidance counselors and building administrators. Additional trainings during the year are provided by Pattan, usually by video means.

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

In summary, the district continues to implement inclusion with fidelity to the maximum extent possible with internal and external support, while still offering a continuum of services to those students requiring additional support.

The high school and middle school use the Penn Literacy (PLN) strategies as part of the Pennsylvania Institute for Instruction Coaching (PIIC) with fidelity across the curriculum. **PLN**
is a comprehensive professional development/curricular enhancement/school reform program based in the Graduate School of Education at the University of Pennsylvania. Both schools have SRA Corrective Reading scheduled into the student's daily schedule for intervention and support in decoding and comprehension. The high school had a cohort participate in R.A.I.S.E., Reading Apprenticeship Improving Secondary Education, for all students in freshmen English, sophomore biology and junior history. Currently, elementary and secondary Special Education teachers are being

trained in Wilson Reading to offer intensive intervention to the most struggling readers.

Progress Monitoring, AimsWeb, is utilized to determine individual student progress in both academic and behavioral areas. If additional supports and services are needed, the IEP is revised to reflect these needs. Progress monitoring is used with fidelity in the middle school and high school.

3. 62.2% of WVW students participate academically in the regular education environment. 9.2% of WVW students participate in the regular educator environment less that 40% of the time. 4.5% of our special education population receive their education in other setting. Out of school placements are often determined by interagency / CASSAP meetings and court ordered placement. The Directors of Special Education on the Elementary and Secondary levels attend all IEP meeting for students in placement by phone or in person. Quarterly report cards and all progress monitoring data are communicated to the district by the placement. Parent contact is maintained by the district during placement. The district is invited to participate in all discharge planning meetings by the residential placements.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. 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. 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.

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 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 the 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.

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 thirty three special education programs within the district. Additionally we have seven full time speech and language thereapists and one OT clinician. We will continue to evaluate and assess the programs' 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 guidance 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/AimsWeb, and differentiating instruction. Safe Crisis Management and Wilson Reading have become adopted programs. Professional development is provided to the entire district staff on the first day of school. 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 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. From the secondary level, SRA reading has been built into the Middle School 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, new programs such as the CLICS (Changing Lives Integrating Classmates Socially) have increased awareness and allowed our special education students the opportunity to integrate with regular education students during many non academic activities. Asberger's students have shown social progress in the CLICS Program. After school tutoring programs district wide provide remediation for students who are in need of academic supports. The OT8G and OT7G are (On To 8th or 7th Grade) programs specifically identify students who are struggling academically. Students meet during homeroom in the morning with the seventh grade guidance counselor and a learning support teacher to improve organizations skills, help with homework, and to prepare for test and quizzes. On a secondary level, students with disabilities actively participate in all sports and all extra curricular activities.

The attorney for the district addressed special education teachers and regular education department chairs regarding legally defensible IEP's and the responsibility for implementation.

 A legal consultant to PDE spoke to the entire district on the first In-Service Day to present: "What Educators Need To Know To Be Safe, Secure, and Successful In The Legalistic World Of Today."
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

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Wyoming Valley West High School	Nonresident	Luzerne Intermediate Unit 18	8
Wyoming Valley West High School	Nonresident	Luzerne Intermediate Unit	2
Wyoming Valley West High School	Nonresident	Luzerne Intermediate Unit	4
State Street Elementary School	Nonresident	Luzerne Intermediate Unit 18	1

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	Approved Private Schools	Emotional Support, Autisum	29
Graham Academy	Approved Private Schools	Autism	11
Kids Peace	Other	Psychiatric/Mental Health	2
Martin Mattei	Neighboring School Districts	Emotional Support, Autisum	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 Midde 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 Reading	Other	Mental Health	2
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

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	11 to 14	8	0.61
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	5	0.39

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	5	0.25
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	18	0.75

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	18	1

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	20	1

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	1	0.05
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	18	0.95

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	18	0.9
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.1

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	16	0.84
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	3	0.16

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	17	0.85
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	3	0.15

Program Position #9
> *Operator:* School District
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	20	0.85
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	3	0.15

Program Position #10
> *Operator:* School District
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	1	0.06
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	17	0.94

Program Position #11
> *Operator:* School District
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	20	1

Program Position #12
> *Operator:* School District
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	20	1

Program Position #13
> *Operator:* School District
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	18	1

Program Position #14
> *Operator:* School District
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	12 to 14	12	1

Program Position #15
> *Operator:* School District
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 12	3	0.37
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 12	2	0.25
WVW Middle School	A Middle School Building	A building in which General Education	Itinerant	Emotional Support	11 to 12	3	0.37

		programs are operated					

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: January 15, 2014

Average square feet in regular classrooms: 800 sq. ft.

Square footage of this classroom: 261 sq. ft. (29 feet long x 9 feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 15	4	0.33
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 16	6	0.5
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 16	2	0.17

Program Position #17

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	16 to 19	8	1
Justification: Students in the autistic classroom at the WVW High School have the same needs educationally.							

Program Position #18

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW High School	A Senior High	A building in which General	Full-Time Special	Emotional Support	13 to 21	15	1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	School Building	Education programs are operated	Education Class				

Justification: The students in this class have demonstrated the same type and level of need for intervention regardless of age.

Program Position #19

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 17	8	1

Justification: The students in this class have the same type and levels of needs for intervention.

Program Position #20

Operator: Outside Contractor for the School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Alternative Learning Center (ALC)	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 20	8	1

Justification: The students serviced by the ALC have the same types and levels of needs for interventions despite their age.

Program Position #21

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 12	5	0.62
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 12	3	0.38

Program Position #22

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	5	0.71
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	2	0.29

Program Position #23
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	18	0.85
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	3	0.15

Program Position #24
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	21	0.84
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	4	0.16

Program Position #25
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	20	0.95
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	1	0.05

Program Position #26
    Operator: School District
    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	4	0.16
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	21	0.84

Program Position #27
    Operator: School District
    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 17	21	0.84
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	4	0.16

Program Position #28
    Operator: School District
    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 21	18	0.9
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	2	0.1

Program Position #29
    Operator: School District
    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

WVW High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 21	15	0.78
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	4	0.22

Program Position #30
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	17 to 21	7	0.71
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 21	5	0.29

Program Position #31
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 21	37	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.							

Program Position #32
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	43	1

Program Position #33
Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Physical Support	5 to 11	83	0.94
Justification: The students are never serviced simultaneously.							
WVW School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Physical Support	12 to 21	5	0.06
Justification: Students are never serviced simultaneously. Currently, only 1 OT available.							

Program Position #34

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Dana Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	7	0.87
WVW Dana Street Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	1	0.13

Program Position #35

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Schuyler Ave. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	10	0.62
WVW Schuyler Ave. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	5 to 7	6	0.38

Program Position #36

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Schuyler Ave Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	14	0.77
WVW Schuyler Ave. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 8	4	0.23

Program Position #37
>
> *Operator:* School District
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	11	0.73
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 11	4	0.27

Program Position #38
>
> *Operator:* School District
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	7	0.41
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	10	0.59

Program Position #39
>
> *Operator:* School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	6	0.37
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	16	0.63

Program Position #40
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW State St. Elmentary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	4	0.28
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	15	0.72

Program Position #41
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	19	1

Program Position #42
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	11	1

			operated				

Program Position #43

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	10	1

Program Position #44

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	13	0.65
WVW State St. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	7	0.35

Program Position #45

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW State St. Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	63	1
Justification: Speech serviced individually.							

Program Position #46

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Schuyler Ave. Elementary School	An Elementary School Building	A building in which General Education programs	Itinerant	Learning Support	8 to 11	12	0.6

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		are operated					
WVW Schuyler Ave. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	8	0.4

Program Position #47
   Operator: School District
   PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Dana St. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	48	1
Justification: Speech students are serviced separately.							

Program Position #48
   Operator: School District
   PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Dana St. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	16	1
Justification: Students are serviced in different classrooms.							

Program Position #49
   Operator: School District
   PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WVW Third Ave. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	14	1

Program Position #50
   Operator: School District
   PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
State Street Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	14	1

Justification: Students are never serviced in the same room simultaneously.

Program Position #51

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dana Street Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	8	1

Program Position #52

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Third Ave. Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	15	1
Justification: Students are never serviced simultaneously.							

Program Position #53

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
State Street Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	59	1
Justification: Students are never serviced simultaneously.							

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	88
Teacher of the Visually Impaired	State St. Elementary School	3
Orientation and Mobility Specialist	Chester St. Elementary School	1

Orientation and Mobility Specialist	State St. Elementary School	2.25
Orientation and Mobility Specialist	Chester St. Elementary School	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Teacher of the Visually Impaired	Intermediate Unit	45 Minutes
Orientation and Mobility Specialist	Intermediate Unit	45 Minutes
Teacher of the Hearing Impaired	Intermediate Unit	45 Minutes
Social Work	Intermediate Unit	1 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Year One WVW currently does not have autistic support classes; however, there are students on the autism spectrum included in the regular education setting. The district currently utilizes LIU 18 at the elementary and secondary levels for students based on a higher need. In addition, WVW students attend private educational setting, The Graham Academy and New Story. The district does recognize that the number of children identified on the autism spectrum is increasing. Future trainings will include IU 18 and PATTAN to further educate our faculty on autism spectrum disorders.
	Year Two would include professional development as indicated above based on feedback and surveys from participants. In addition, parents and paraprofessionals would also receive trainings from the LIU and PATTAN.
	Year Three would focus on specific trainings based on two years of data/feedback. Also, at this point we would begin to consider an Autistic support program run soley by the Wyoming Valley West School District. This decision would be based on a number of important factors such as finances/budget, available space/facilities, staff, and the ability to monitor more closely WVW students.
Person Responsible	Mary Agnes Kratz and Barry Rogers, Directors of Secondary and Elementary Education
Start Date	8/25/2014
End Date	6/12/2015
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	2
# of Participants Per Session	50
Provider	Luzerne Intermediate Unit 18
Provider Type	IU 18, PaTTAN
PDE Approved	Yes
Knowledge Gain	Not applicable / optional according to guidelines.

Research & Best Practices Base	Not applicable / optional according to guidelines
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops Live Webinar Offsite Conferences
Participant Roles	Classroom teachers School counselors Paraprofessional New Staff Other educational specialists Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom

	environment, instructional delivery and professionalism.
	      Participant survey
	      Review of participant lesson plans

Behavior Support

Description	**Year One:** All emotional support teachers will be trained in Safe Crisis Managment / De-Escalation Techniques as well as the tools to obtain data from the implementation of the behavior goals. **Year Two:** All special educaton teachers will begin additional trainings in SDI, special education strategies, and accommodations. Paraprofessionals and parents will be included in Year Two. **Year Three:** The district will look at developing our own programs to meet the needs of the identified students. This decision is based again on budget, space, and the ability to more closely monitor our students**.**
Person Responsible	Mary Agnes Kratz/Barry Rogers, Special Education Directors
Start Date	8/25/2014
End Date	6/9/2017
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	2
# of Participants Per Session	15
Provider	Luzerne Intermediate Unit 18
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	LEA Whole Group Presentation
Participant Roles	Classroom teachers School counselors
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Utilizing demonstrated techniques within the classroom setting.
Evaluation Methods	Observation and Teacher Feedback.

Paraprofessional

Description	**Year One**: Annual paraprofessional training (20 hours per year) will be held at IU 18. Registration and signature sheets returned to the district by IU. A variety of training topics vary by year. In addition, trainings/video information are available online via PaTTAN, PDE and SAS websites. **Year Two**: Annual paraprofessional training (20) hours per year) will be held at IU 18. Choice/topics of tranings will be based on survey/feedback from year one. Parents will also be included in year two trainings by communication during individualized meetings. **Year Three:** Annual paraprofessional training continues (20 hours per year). Based on the sucesses or failures of years one and two, targeted trainings will

	be implemented via IU 18 and PaTTAN.
Person Responsible	Kathleen Jordan / Mary Ann Cecconi
Start Date	8/25/2014
End Date	6/9/2017
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	5
# of Participants Per Session	50
Provider	IU 18, PaTTAN, PSEA
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops

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

Reading NCLB #1

Description	**Year One**: 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 with needs requiring small group instruction and intense remediation in reading. The districts priority of developing strong reading skills in early grades is believed to be a benefit to all students educated. From the secondary level, SRA reading has been built into the Middle School 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. On the secondary level, the PA Core Curriculum is fully adapted and implemented with a strong push and sense of urgency for literacy across the curriculum, offering student exposure to literacy-based skills in all content areas. On the high school level, the Model Library Curriculum is

	integrated into 9th grade science, 10th grade social studies, and 11th grade English to further strengthen students' literacy skills. **Year Two**: Additional teachers are being trained in Wilson Reading to offer intensive one to one intervention for the most struggling readers for whom SRA is not an appropriate intervention. **Year Three**: Based on the feedback and data from years one and two, both programs will be integrated into the schedules on all three levels.
Person Responsible	Barry Rogers and Mary Agnes Kratz
Start Date	6/1/2014
End Date	6/1/2017
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	25.0
# of Sessions	5
# of Participants Per Session	3
Provider	Luzerne Intermediate Unit 18
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Intensive one to one reading intervention.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Transition

Description	**Year One:** Parent workshop in coordination with LIU 18 to showcase and explain transition options for identfifed students age 14 and older. Staff development to ensure that new transition guidelines are included in the development of individual IEP's. **Year Two**: On site trainings to ensure that appropriate transition IEP's are being developed. Training to increase paraprofessional awareness of student need and level of independence necesary for the transition site. The training will be continuous throughout the cycle. **Year Three**: Emphasis will be placed on agency involvement with the transition process. Specifically, the coordination of agency involvement, student need, and parent/teacher feedback.
Person Responsible	Mary Agnes Kratz and Barry Rogers, Directors of Secondary and Elementary Special Education
Start Date	8/25/2014
End Date	6/9/2017
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2
# of Sessions	2
# of Participants Per Session	50
Provider	IU 18
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.

Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops
Participant Roles	Classroom teachers Paraprofessional New Staff Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers

	job coach evaluation.
Evaluation Methods	Participant survey job coach evaluation

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.

No signature has been provided

Board President

No signature has been provided

Chief School Administrator