Western Wayne SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

1970C Easton Turnpike
Lake Ariel, PA 18436
(800)321-9973
Superintendent: Matthew Barrett
Director of Special Education: Cynthia LaRosa

Planning Process

The Comprehensive Planning process for the Western Wayne School District represents a continuous and collaborative approach that strives for the best practices in teaching and learning. The Western Wayne School District is dedicated to data quality and analysis and continually utilizing data to improve practices. All stakeholders in the Western Wayne School District take part in the planning and continuous improvement efforts.

The Comprehensive Planning process for the Western Wayne School District was completed by a diverse group of district and community members in an effort to assure that all areas of our educational program had representation. These members include teachers, administrators, parents, students, community representatives and members of the board of education.

Mission Statement

The mission of the Western Wayne School District is to educate and prepare each student in alliance with family and community, to be a confident, life-long learner, to strive for personal excellence, and to be a responsible citizen of a global society.

Vision Statement

The Western Wayne School District will work for excellence...for everyone...in all things...always.

Shared Values

We believe that...

1. All students have potential and can learn.

2. The family is the child's primary and most influential teacher.

3. District staff must be committed to life-long learning, professional excellence, and serving as role-models for their students.

4. The community, through its participation, influences the educational process.

5. All students need to be knowledgeable of multi-cultural beliefs and customs.

6. All students should learn from the past, listen to the present, and lead into the future.

7. All students should be responsible and respectful.

8. All students are entitled to equity in access to educational opportunities.

9. Learning is a life-long activity.

Educational Community

Western Wayne, a primarily rural district, was formed in 1969 and is composed of the Townships of Canaan, Clinton (portion), Lake, Salem, South Canaan, and Sterling. The Borough of Waymart is also part of the Western Wayne School District. Encompassing approximately 174 square miles in western Wayne County, the school district is 25 miles north and east of the City of Scranton in northeastern Pennsylvania.

As a school district, Western Wayne consists of two elementary school buildings (pre-K through grade 5); one middle school (grades 6 through 8); and one high school (grades 9 through 12). The total student enrollment is approximately 1,900.

The elementary configuration includes Robert D. Wilson Elementary School and EverGreen Elementary School. In addition to a complete standards-based core academic program, special subjects are provided including Library, Physical Education, Music, Art, Computers, English as a Second Language, Reading Specialists, Adapted Physical Education, and Careers. Three Guidance Counselors are employed.

The Western Wayne Middle School also administers a complete standards-based core academic program. The middle school provides special subjects including Library, Physical Education, Music, Art, English as a Second Language, Technology Education, World Language, and Family and Consumer Science. Two Guidance Counselors serve the Middle School.

The Western Wayne High School curriculum also includes a complete standards-based core academic program. In addition to core academic and special programming, additional courses in Computer Science, Technology, Business and Engineering, Physical Education, Music, Art, English as a Second Language, Technology Education, World Language, and Family and Consumer Science. Four Guidance Counselors serve the High School.

Western Wayne also offers courses via an online format or hybrid approach. Auxillary and specialized services (i.e. Gifted Education, 504, IEPs, etc.) are available to qualifying students.

A budget of approximately $42 million supports our endeavors, and approximately 96% of Western Wayne graduates continue their education beyond graduation, enter the workforce or join the armed forces.

Planning Committee

Name	Role
Matthew Barrett	Administrator : Professional Education Special Education
Jennifer DeNike	Administrator : Professional Education Special Education
Kristen Donohue	Administrator : Professional Education Special Education
Ellen Faliskie	Administrator : Professional Education Special Education
Kerrie Fitzsimmons	Administrator : Professional Education Special Education
Paul Gregorski	Administrator : Professional Education Special Education
Justin Pidgeon	Administrator : Professional Education Special Education
Elizabeth Watson	Administrator : Professional Education Special Education
Daniel Gershey	Business Representative : Professional Education
Rick Hoch	Business Representative : Professional Education
Joe Adams	Community Representative : Professional Education Special Education
William Gershey	Community Representative : Professional Education
Anna Culkin	Ed Specialist - School Counselor : Professional Education Special Education
Kristin Johnson	Ed Specialist - School Psychologist : Professional Education Special Education
Katie Shemanski	Ed Specialist - School Psychologist : Professional Education Special Education
Michelle Tickner	Elementary School Teacher - Regular Education : Professional Education Special Education
Kelly Vinton	Elementary School Teacher - Regular Education : Professional Education Special Education
Marnell Fortuner	Elementary School Teacher - Special Education :

	Professional Education Special Education
Renee Chernin	High School Guidance Counselor : Professional Education Special Education
Christine McClure	High School Teacher - Regular Education : Professional Education Special Education
Sandy Summers	High School Teacher - Regular Education : Professional Education Special Education
Maria Phillips	High School Teacher - Special Education : Professional Education Special Education
Joshua Rowe	Middle School Teacher - Regular Education : Professional Education Special Education
Nadine Prutzman	Middle School Teacher - Special Education : Professional Education Special Education
Jen Barillo	Parent : Professional Education Special Education
Bernice Fiorella	Parent : Professional Education Special Education
Cynthia LaRosa	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	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	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	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

This narrative is empty.

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,	Accomplished	Developing

Standards	Mapping	Alignment
Science and Technical Subjects		
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	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

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

- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

> *None.*

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

> *None.*

Middle Level

Checked answers

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

Unchecked answers

> *None.*

High School Level

Checked answers

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

Unchecked answers

>   *None.*

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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:

Professional development time is arranged or built into existing schedules to allow teachers and administrators the opportunity to continually assess curriculum implementation and any revisions that may be necessary. The district is currently focusing on various assessment strategies and techniques that align with new standards and goals.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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:

Professional development time is arranged or built into existing schedules to allow teachers and administrators the opportunity to continually assess curriculum implementation and any revisions that may be necessary. The district is currently focusing on various assessment strategies and techniques that align with new standards and goals.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

Prior curriculum mapping activities have attributed to the accomplished sections. Professional development time is arranged or built into existing schedules to allow teachers and administrators the opportunity to continually assess curriculum implementation and any revisions that may be necessary. The district is currently focusing on various assessment strategies and techniques that align with new standards and goals.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

Prior curriculum mapping activities have attributed to the accomplished sections. Professional development time is arranged or built into existing schedules to allow teachers and administrators the opportunity to continually assess curriculum implementation and any revisions that may be necessary. The district is currently focusing on various assessment strategies and techniques that align with new standards and goals.

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

This narrative is empty.

Modification and Accommodations

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

Special education teachers work closely with regular education teachers to modify and adapt the curriculum in order for all students to be successful. Regular and Special Education teachers co-teach in most core academics throughout grades 3 - 12. These teachers work collaboratively to develop differentiated lesson plans and assessments that ensure all students are able to master the rigorous standards aligned curriculum. Special education teachers are also involved in the mapping process and the alignment of assessments to the standards.

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
- Not Reviewed

Unchecked Answers
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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

All formal classroom observations are conducted utilizing the Danielson Framework for Teaching. Each teacher is evaluated formally at least once per academic year utilizing the pre-conference, observation, and post-conference framework. Teachers and administrators collect evidence of teaching and learning throughout the course of the observation in all four of Danielson's Domains. Opportunities for follow-up and walkthroughs add to the evidence collected and assist in maintaining the professional conversations between teacher and administrator.
All walkthroughs are conducted utilizing the Danielson Framework for teaching with identified, targeted components. They may be conducted both prior to and after formal observations. Feedback is immediately provided.
The annual evaluations are completed using the PDE 82-1 Educator Evaluation Tool. All observational data, as well as, student, teacher and building specific data is utilized. Administrators conference with each educator to review the final evaluation.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status

Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

Co-teach is also provided in reading and math for 2nd - 5th grade. Regular education teachers and special education teachers work collaboratively to support special and regular education students in the least restrictive environment.

Middle Level

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

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

Co-teach is also provided in reading and math for 6th - 8th grade. Regular education teachers and special education teachers work collaboratively to support special and regular education students in the least restrictive environment.

High School Level

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

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

Co-teach is also provided in the following content areas: Math, Science, Social Studies and English. Regular education teachers and special education teachers work collaboratively to support special and regular education students in the least restrictive environment.

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.

  When staffing needs arise, the district implements a screening and interview process with available candidates. Additionally, current staff certifications are reviewed to determine the most effective use. The District follows all State and Federal guidelines when recruiting.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	23.00	23.00	23.00
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	3.00	3.00	3.00

Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

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

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

- 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.

Unchecked answers

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

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X				X
Civics and Government		X				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
Geography		X				X
Health, Safety and Physical Education		X				X
History		X				X
Science and Technology and Engineering Education		X				X
World Language		X				X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Teacher created	X	X	X	X
PSSA		X	X	
Keystone Exams			X	X
Terra Nova	X			
AP Exams				X
SAT				X
ACT				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
Study Island Keystone Exam Benchmark		X	X	X
SLOs	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Chalkboard Splash, Hold-ups, Think-Pair-Share, Three 3's in a row, multiple choice hold-ups, quick writes, etc.	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT			X	X
SLOs	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Assessments are regularly reviewed by administrators and teachers both independently and collaboratively. Student performance data is consistently reviewed when evaluating the effectiveness of assessments.

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.

Not applicable.

Collection and Dissemination

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

State assessment data is reviewd and transferred to a data warehouse system called "Performance Tracker." Each teacher and administrator has access to the appropriate assessment data and the ability to view data, create reports, and make comparisions. Data packets are created by administrators and provided to teacher teams. These data packets become the basis for professional development exercises throughout the school year.

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.

Assessment data is used to assist teaches and administrators in identifying those students in need of additional instruction, remediation and/or identification. Students are placed into courses at the beginning of the school year based on their assessment history. Throughout the school year, students may be placed into remedial or tutorial programs during or after school, based on assessment data.

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	X	X	X	X

	EEP	EEI	ML	HS
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.				
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

It has been the practice of the Western Wayne School District to regularly review student achievement data from the very broad to the very specific. Collaboration and professional development has centered on instructional practices and how they relate to and can impact the assessment performance of individual students and student groups.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides			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	X	X	X	X
Student Handbook	X	X	X	X
District Guidance Department	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

When assessment data is released, the district administration plans the means and methods of dissemination indicated above. Media reports are initiated by the media outlets, communications with community, school board and parents are done through formal presentations, individualized letters and newsletters. Assesment information and goals are included in all student and staff handbooks. The school calendar indicates testing dates and windows.

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

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The Western Wayne School District continually evaluates its educational program to assure the most appropriate resources, practices and procedures are in place to assist the district's schools in improving student achievement. The district administrators seek out and participate actively in their own professional development to stay abreast of mandates, changes, best practices etc. Administrators then plan appropriate professional development for their staff to ensure academic progress.
The district has an on-going Continuing Professional EducationCommittee which evaluates all schools within the district and student performance regularly.

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	
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
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:

School Police Officers are not stationed in elementary buildings, however, they are available for any assistance needed and occasionally do patrols.

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.)

In compliance with state law, the Western Wayne School District conducts ongoing identification activities as part of its school program for the purpose of identifying students who are thought to be gifted and in need of specially designed instruction. When a child is identified by the District as possibly in need of gifted services, parents and/or guardians are notified of applicable procedures. The District offers screening and evaluation to assess the needs of all school-age children who are thought to be in need of gifted services. The assessment is offered at no cost to parents and/or guardians. District parents and/or guardians may request screening and evaluation at any time. Requests for evaluation and screening should be made in writing to the child's Western Wayne School District principal or the Director of Special Education.

In compliance with state law, the Western Wayne School District provides gifted education for each student, based on the unique needs of the students and not solely on the student's classification. All information gathered about the child is subject to the confidentiality provisions contained in federal and state law. The District has policies and procedures in effect governing the collection, maintenance, destruction and disclosure to third parties of all student information.

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

In compliance with state law, the Western Wayne School District conducts ongoing identification activities as part of its school program for the purpose of identifying students who are thought to be gifted and in need of specially designed instruction. When a child is identified by the District as possibly in need of gifted services, parents and/or guardians are notified of applicable procedures. The District offers screening and evaluation to assess the needs of all school-age children who are thought to be in need of gifted services. The assessment is offered at no cost to parents and/or guardians. District parents and/or guardians may request screening and evaluation at any time. Requests for evaluation and screening should be made in writing to the child's Western Wayne School District principal or the Director of Special Education.

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

In compliance with state law, the Western Wayne School District conducts ongoing identification activities as part of its school program for the purpose of identifying students who are thought to be gifted and in need of specially designed instruction. When a child is identified by the District as possibly in need of gifted services, parents and/or guardians are notified of applicable procedures. The District offers screening and evaluation to assess the

needs of all school-age children who are thought to be in need of gifted services. The assessment is offered at no cost to parents and/or guardians. District parents and/or guardians may request screening and evaluation at any time. Requests for evaluation and screening should be made in writing to the child's Western Wayne School District principal or the Director of Special Education.

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.

Students in the gifted program are offered opportunities of accelleration within the classroom setting, as well as provided additional support beyond the classroom setting.

Developmental Services

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

Explanation of developmental services:

This narrative is empty.

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:

This narrative is empty.

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:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			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				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

Collaboration is ongoing between classroom teachers, nurses, guidance counselors, special education staff and many community agencies. At least monthly, interagency meetings as well as student concerns, SAP, and child study meetings are held.

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

The Western Wayne School District holds the contract to provide early intervention services throughout Western Wayne, Wallenpaupack, and Wayne Highlands School Districts. The Wayne County Consortium (WCC) serves early intervention children throughout the 3 districts in child care programs, head start classrooms, and preschool programs. The WCC has developed partnership with these community programs and is therefore able to maintain an inclusion rate which is above the state average. The WCC also is PQAS certified and provides numerous professional development opportunities for early childhood educators. Because transition is an integral part of the early intervention program, WCC has established a strong relationship with the Birth to 3 providers located within our consortium. Our programs conduct professional development and child find activities jointly.

The Western Wayne School District partners closely with two early childhood programs in the district. The two providers maintain programs for school-age children within the elementary school buildings. Children are able to receive after care without leaving the building. Western Wayne also transport to all child care providers located within the district.

The Western Wayne School District works closely with agencies in the community to help students obtain employment. We maintain relationships with OVR and Wayne Pike Workforce Alliance. Students are able to obtain working papers in the high school. The guidance office posts vacancies for jobs in the community.

The Middle and High Schools offer after school tutoring to students at no cost. Tutoring is offered 4 days a week and is supervised by a certified teacher. Students are able to use the late bus for transportation.

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 Western Wayne School District (WWSD) holds the contract to provide early intervention services throughout Western Wayne, Wallenpaupack, and Wayne Highlands School Districts. The Wayne County Consortium (WCC) serves early intervention children through the 3 districts in child care programs, head start classrooms, and preschool programs. The relationship between WCC and WWSD is seamless as the Director of Special Education oversees both programs. Therapists are shared between the district and early intervention program. The district also provides transportation for all early intervention children as needed.

The WCC begins planning for transition at least one year before the child will enter kindergarten. We coordinate transition to kindergarten meetings with parents for all early intervention children. Meetings are held for every child in early intervention with representative from WWSD and WCC. All children from WCC are re-evaluated to determine eligibility for school-age special education services. All children who are found to be eligible receive an IEP before they begin kindergarten.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers and administrators continually review the effectiveness and appropriateness of instructional materials and resources. The district Technology department also plays an integral role in researching, training and providing instructional materials and resources.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers and administrators continually review the effectiveness and appropriateness of instructional materials and resources. The district Technology department also plays an integral role in researching, training and providing instructional materials and resources.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers and administrators continually review the effectiveness and appropriateness of instructional materials and resources. The district Technology department also plays an integral role in researching, training and providing instructional materials and resources.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers and administrators continually review the effectiveness and appropriateness of instructional materials and resources. The district Technology department also plays an integral role in researching, training and providing instructional materials and resources.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 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 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more 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 "

SAS materials and resources, where available and applicable, are used on a regular basis with all classes and content.   Some SAS materials and resources are incomplete, therefore not useful.

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 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	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 "

SAS materials and resources, where available and applicable, are used on a regular basis with all classes and content. Some SAS materials and resources are incomplete, therefore not useful.

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 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

Standards	Status
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 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	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
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

SAS materials and resources, where available and applicable, are used on a regular basis with all classes and content. Some SAS materials and resources are incomplete, therefore not useful.

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 50% or more of district

	classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	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
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

SAS materials and resources, where available and applicable, are used on a regular basis with all classes and content. Some SAS materials and resources are incomplete, therefore not useful.

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.

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use 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 Professional Education program for the Western Wayne School District is grounded in data-driven decision making at the district, building and classroom level. Research-based best practices are the foundation of all development within the district and are provided to educators and leaders through a variety of experiences including IU-based training, PDE-based training, professional literature, PIL, and other local development opportunities.

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

This narrative is empty.

Educator Discipline Act 126, 71

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

This section was not answered.

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.

This section was not answered.

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:
3/9/2016 2.5 hours
The LEA plans to conduct the training on approximately:
9/4/2018 Will conduct training in 18-19
9/3/2019 Will conduct training in 19-20

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

Unchecked answers

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Ensuring the selected characteristics is accomplished through regular meeting and collaboration time among professionals, regular classroom visitations and observations, discussion of the effectiveness and value of development activities.

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

The district created a tool to evaluate the implementation and related expectations of teacher practice. The district will also be utilizing its Continuing Education Plan Committee as a means to evaluate development programming.

Induction Program

Checked answers

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

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

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

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

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

The Western Wayne School District's Induction program provides each inductee with an initial, as well as, ongoing support of the selected characteristics. Inductees are paired with a staff mentor for their first year. A mentor and inductee report and evaluation is required of each inductee and mentor at the end of the year with checkpoints for progress throughout the school year conducted with building leaders. Inductees also take part in the local IU induction program throughout their first year.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

Unchecked answers

- 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.

The selected characteristics are part of the district's already existing program and will continue to be implemented to any and all new inductees.

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

The district plans to incorporate more formal follow-up exercises with inductees in their second and third years.

Mentor Characteristics

Checked answers

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

Unchecked answers

> None.

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

These characteristics have been accomplished with current inductee plan and will continue.

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

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					X
Assessments	X		X		X	
Best Instructional Practices	X	X	X	X	X	X

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The induction program is monitored by the building principal and assistant superintendent. Mentors complete checklists, reports, observations and collect data about the inductee's instructional practices. At the conclusion of the year, the mentor and inductee meet with the building principal to present a final report on the activities conducted. Inductees and mentors report accomplishments, areas in need of additional support, and challenges.

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: **316**

Identification Method

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

Evaluation/Identification Process

Western Wayne School District utilizes a discrepancy model for identification of learning disabilities. The Specific Learning Disability (SLD) identification for the Discrepancy Model is "...a process that examines whether a student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between ability and achievement (Discrepancy Model) or relative to age or grade." (§14.125[a][2][ii])".

Formal assessment of the student's intellectual ability (including nonverbal reasoning if speech and language issues exist) and academic achievement (through standardized and curriculumbased assessments/ measurements) are conducted as a preliminary measure of current academic functioning. Additional assessments may include assessments of executive function, short-term/working memory, early phonetic skills, adaptive skills, language/vocabulary skill development, and/or visual-perceptual skills. In addition, emotional, social and behavioral rating scales may be utilized to better understand areas of difficulty or skill deficits that may be impacting educational performance. The results of the formal assessments along with parent and teacher input, classroom observations, and a review of educational records and progress, and response to interventions are incorporated, as applicable, into a written Evaluation or Reevaluation Report. The multidisciplinary team can then determine eligibility for special education services under the classification of a Specific Learning Disability and/or another Chapter 14/IDEA 2004 eligibility category.

In summary, IQ-achievement is one key component in determining who qualifies for specially designed instruction as a student with a Specific Learning Disability. Classroom performance, curriculum based measures, parent input, teacher input, report card grades, standardized measures such as DIBELS, PSSAs, classroom functioning, response to instructional intervention, and levels of motivation are also key factors in the determination of who qualifies for specially designed instruction as a student with a Specific Learning Disability. The identification process for a Specific Learning Disability includes exclusionary factors of vision, hearing, motor problems, emotional disturbance, cultural, environmental, intellectually disability, economic disadvantages, and limited English proficiency.

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

Upon review of the 2015-2016 Penn Data Report, the following disproportionatalities were identified:

Intellectual Disability (Mental Retardation)

9.4% for the Western Wayne School District vs. 6.5% for the State
Rationale: The LEA's overall percentage of students with an Intellectual Disability is disproportionately higher than the state percentage of students with an Intellectual Disability. This percentage began to increase in 2012-13 school year when a cohort of students first entered the district. It is worth noting that during this time, the LEA began to experience a decrease in the total enrollment of students.
While the LEA cannot control the enrollment trends, the LEA continues to review and monitor this category. To address the higher percentage of students identified with an Intellectual Disability, the LEA continues to closely monitor students transferring into the district, specifically with the Intellectual Disability category. The LEA conducts a thorough review of the current special education paperwork to determine an accurate eligibility classification. The LEA will conduct an Evaluation for all students who transfer into the district from outside Pennsylvania.

Specific Learning Disability

47.3% for the Western Wayne School District vs. 42.6% for the State
Rationale: The LEA's overall percentage of students with a Specific Learning Disability is disproportionately higher than the state percentage of students with an Specific Learning Disability due to the following factors:

- The high number of students already identified as Specific Learning Disabiliy transferring into the district

- The number of students re-enrolling in the district after attending a Cyber/Charter School having been dismissed from special education, but continue to present with a Specific Learning Disability as a result of a reevaluation.

While the LEA cannot control the enrollment trends, the LEA continues to review and monitor this category. To address the higher percentage of students identified with a Specific Learning Disabiliy, the LEA continues to closely monitor students transferring into the district. The LEA conducts a thorough review of the current special education paperwork to determine an accurate eligibility classification. The LEA will conduct a re-evaluation when additional information is required, or an initial Evaluation when a student transfers into the district from outside the state.

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?

The Child First Services group home is located in the Western Wayne School District. This facility houses students whose parents are not residents of the Western Wayne School District. As the host district, Western Wayne School District is responsible for the education of these students. The enrollment process is the same for all students entering the district. Students who are identified as special education students are referred to the Special Education Department. The current Evaluation or Re-Evaluation Report and Individualized Education Plan (IEP) are reviewed by the Director of Special Education, Assistant Directof of Special Education and/or a School Psychologist, and an appropriate placement is determined during an intake meeting. The District works to place a student in the Least Restrictive Environment, and if appropriate, every attempt is made for the parent(s) of the student to participate in the meeting.

Historically, the district is not provided with all of the records when a student is enrolled. Most of the students are from the Philadelphia School District and records are not immediately transferred, despite multiple requests to the agency. The district will often discover that a student who was previously not identified during enrollment, will be a special education student. Administration, the special education department and school counselors continue to work with Philadelphia School District to resolve this issue.

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).

There is currently no adult prison in the boundaries of the Western Wayne School District. If one were to open, as the LEA Western Wayne would establish a process of communication with the prison to notify LEA of entry of a prisoner needing special education services. Western Wayne would contact the student's school of residence to secure records and provide services based on those records. Western Wayne would monitor progress, and ensure that IEPs and Reevaluations are completed in a timely manner.

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.

Every student in the Western Wayne School District is provided a continuum of services and an educational program that promotes independence to successfully transition to postsecondary education or training, employment, and community living. In order to achieve this goal, the students are instructed in a program that has its roots within the general education curriculum with supplementary aids and services that meet the students' individual needs.

The Western Wayne School District is committed to ensuring that to the maximum extent is appropriate, students with disabilities, including those in private institutions, are educated with non-disabled peers and that removal from the general education environment only occurs when education in that setting with supplementary aids and services cannot be satisfactorily achieved. An alternative curriculum or program is provided when the student's disability warrants a functional life skills curriculum or a curriculum for students with autism. In addition, a research-based curriculum may be warranted for students who are not making progress in the general education curriculum with supplementary aides and services.

The methods for the delivery of the curriculum from the least restrictive to the most restrictive are listed below:

1. General education

2. General education with supplementary aids and services in the general education classroom

3. General education with supplementary aids and services utilizing the service delivery model of co-teaching

4. Access to the general education curriculum with supplementary aids and services in the special education classroom

5. Alternative Educational Program/School

A student with a disability who is in need of specially designed instruction (SDI) is supported by a Multidisciplinary Team (MDT) and an Individualized Education Program (IEP) Team. All IEP's are reviewed and/or revised at least once a year. All student programs are reevaluated every three years per state mandates. Those students with an Intellectual Disability are reevaluated every two years.

Throughout this process, regular education and special education teachers and service providers utilize strategies and knowledge they have gained through training opportunities. Professional Development opportunities are offered through on-site and off-site training. The LEA takes advantage of many opportunities offered through PaTTAN, PDE, and the local intermediate unit. Each year the administrative team determines areas in which additional professional development is needed. When necessary, area experts are contacted at the NEIU to assist in the development of specific training or to work with a team of professionals focusing on one particular student or topic.

Topics of professional development in which Western Wayne School District continue to be involved include: Supplementary Aids and Services in the Regular Education Setting, Teaching Students with Autism, School Wide Behavior Support Systems, De-Escalation Techniques (the district employs two TACT-2 trainers), Co-Teaching, Least Restrictive Environment, Classroom Management, the Role of the Regular Education Teacher in the IEP Process, Progress Monitoring, Functional Behavior Assessments and Positive Behavior Support Plans, Chapter 14 Regulations, Standards-Aligned IEP Goals, PSSA Data Analysis, PaTTAN Autism Initiative Consultation and Trainings, Competent Learner Model, Indicator 13 and Transition to Adult Life, Assistive Technology, Research-Based Curriculum implementation in Reading, Writing, and Math, Assessment accommodations and modifications, among others.

Co-Teaching practices are now being implemented in each of our elementary schools, as well as in our middle and high schools. At the elementary level, reading and math interventions are implemented by both regular and special education teachers to heterogeneous groups of students with disabilities and those who have not been identified as requiring special education services. Through these models, students with disabilities are able to more fully participate in the general education curriculum with their non-disabled peers.

The Western Wayne School Distirct is part of a consortium with the Wayne Highlands and Wallenpaupack Area School Districts. The consortium provides classes and placements for students with lower incidence disabilities. The consortium enables several students to continue participating in a school-based setting with non-disabled peers and to have access to the general education curriculum, while still providing the necessary specially designed instruction they require.

The District has strong, collaborative working relationships with various community agencies including NHS, YAP, Family Enrichment, Wayne County Office of Behavioral and Developmental Programs, and Wayne County Children and Youth Services which provides us with additional supports to provide for our students in the regular education setting. Western Wayne works to effectively utilize the services of Instructional Paraprofessionals and Personal Care Assistants (PCAs) to provide necessary support to students within the

regular education setting. Providing individual assistance within the regular education setting is considered before deciding to remove a student from regular education. Para-educators and PCAs have participated in the PA Para-Educator Credentialing Process and are all credentialed through this process. In addition to the credentialing program, support personnel continue to receive training in several of the areas listed above.

Indicator 5 Data-

In December 2015, the following Educational Environment were noted:

- Inside Regular Class 80% or more   State Average: 61.8%   LEA Average: 60.4%

- Inside Regular Class < 40%   State Average: 9.5%   LEA Average: 12.8%

- Other settings   State Average: 4.9%   LEA Average: 5.6%

As a part of our cyclical monitoring from the 2012/2013 school year, Western Wayne School District was required to develop an improvement plan in order to increase the amount of students served in the regular education classroom more than 80% of the day. The District continues to use data to faciliate programming changes. For example, one outcome of the improvement plan was the implementation of co-teach at the 2nd and 3rd grade levels. The District continues to expand the number of opportunities at the middle and high school levels.
Students with disabilities are placed out of the District primarily due to drugs, weapons, or serious bodily injury or when behaviors are so severe and needs are so significant that the supports and services cannot be provided in the traditional educational setting. Prior to a student being placed out of the District, the Child Study Team/or IEP team will determine if the student's needs can be met within the District or within the consortium. The LEA has decreased the number of students placed out of the District through the implementation of the District's online (cyber) program.

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 Western Wayne School District fully provides and supports all students with disabilities in the least restrictive environment. If a student's needs cannot be met with success within the District, a placement outside of the district may then be discussed through the IEP team. Any and all placement recommendations are determined after a full review of the student's needs are discussed.

Currently, the Western Wayne School District holds two board policies that focus on student discipline and behavioral supports for students with disabilities.

Policy 113.1 Discipline of Students with Disabilities:

Students with disabilities shall be educated in the least restrictive environment 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 aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention 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 laws and regulations.[1][2][3][4][5]

Policy 113.2 Behavior Support

The district shall develop and implement positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.[1][2][3]

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Behavior Support Plan.[1][4][5][6][7]

In addition to the Board policies, District staff is provided trainings and continued support through positive behavior supports, de-escalation techniques and behavior responses that require interventions.

The District currently has two certified TACT2 trainers on staff; the Assistant Director of Special Education and one of the School Psychologists. TACT2 focuses on behavior management, de-escalation, and crisis interventions. The TACT2 trainings help staff develop skills to manage negative behaviors and enhance relationships with children and youth. The Western Wayne School District trainers, train the administration and staff each year in TACT2 verbal de-escalation and currently train all administrators and a number of staff members in appropriate restraint techniques. Each building within the District has a crisis response team that help sustain safe environments during crises, as well as hold debriefings with staff who have been directly or indirectly involved.

The District also employees five Board Certified Behavior Analysts (BCBA) who are available to help support Positive Behavioral Interventions, Functional Behavior Assessments (FBA), and Positive Behavior Support Plans (PBSP). With the five BCBAs, there are multiple staff members trained and familiar with PBIS interventions.

In addition, the District employees two social workers; one at the elementary level and one at the secondary level. The social workers help collect data for FBAs and PBSPs for their students. The social workers provide counseling and instruction in areas of need exhibited by the students to help in their successful integration in the building, as well as providing

ongoing support to parents.

Throughout the year, the Western Wayne School District staff participates in trainings and workshops offered by PaTTAN, focusing on positive behavior supports, classroom management, de-escalation, and other current trends in behavior supports.

Within the community, the District works closely with various service providers who provide Behavioral Health Services; therapeutic support staff, mobile therapy, family therapy and case management within the District and the community and provides space for county probation.

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 Western Wayne School District currently provides FAPE to all of its resident students with disabilities. The District provides learning support, emotional support, functional learning skills, autistic support, speech and language therapy, occupational therapy, vision services, and deaf and hard of hearing support. In addition to the services and supports provided within the District, there are additional supports and services that are found within the consortium that has been established with two neighboring districts. These additional supports and services are found in the school-based partial hospitalization programs that are staffed with a psychiatrist, therapists, and special education teachers, and paraprofessionals. The consortium also provides the district with access to a program that supports students with multi-disabilities.

In order for the Western Wayne School District to ensure FAPE for all students, the IEP teams for each student works to determine the most appropriate and least restrictive placement. In the event that a student is hard to place, the District works with local agencies, parents/guardians, and if necessary, the NEIU to determine and locate an appropriate placement for the student.

Data will be collected and analyzed during the school year to determine if there is a need to change the supports and services being offered. If there are needs found, the District works to create viable options to meet those needs.

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 Western Wayne School District provides assistance to students who are evaluated and determined to be eligible for special education services defined as follows: Autism, Deaf-blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment including Blindness.

The Western Wayne School District provides a continuum of placement options in two elementary schools, one middle school, one high school, and one district cyber program (on campus and at home option). These options ensure the implementation of the individual program design as specified in the student's IEP. Special education services are provided by certificated special education teachers and trained paraprofessionals.

The Western Wayne School District is committed to providing special education services to students in their home school whenever possible. The district has one middle-level emotional support program and one high school level emotional support program. An elementary emotional support program has been proposed for the 2018-19 school year.

The middle school and high school emotional support programs have a strong behavioral component embedded into each student's program, as well as social work.

Additional specialized programs include an elementary autistic support program and a middle-level autistic support program. The Western Wayne School District participates in the Pennsylvania Autism Initiative and it provides only evidence-based interventions for students. The use of the *Verbal Behavior* program provides a structured approach to teaching sequential, developmentally appropriate skills and clearly measures the progress of students. PaTTAN's Autism Initiative provides valuable consultation and training for our staff and parents.

Also a proud member of the Special Education Consortium, the district has an agreement with Wayne Highlands School District and Wallenpaupack Area School District to work collaboratively to provide quality programs to our low incidence populations. Through collaboration and sharing of programs, quality education is provided in a responsible way to all of our students. Western Wayne School District holds the MAWA to provide Early Intervention programming for the Wallenpaupack, Wayne Highlands and Western Wayne School Districts.

Additionally, the district provides the following services: a full continuum of programs for students with learning disabilities, speech and language impairments, vision impairments, and deaf/hard of hearing impairments; inclusive practices integrating services provided by Title 1 Teachers, Special Education Teachers, Regular Education Teachers, paraprofessionals, and other service providers; co-teaching in grades 2-12; collaborative relationships with several community agencies that provide school-based mental health

services to students and their families; continual commitment to aligning our educational programs to the Pennsylvania State Standards; use of the "Competent Learning Model" at the elementary level, which is supported by two certified coaches; five Board Certified Behavior Analysts (BCBAs) on staff; special education teachers in the district attend trainings and workshops, along with regular education teachers, to focus on district initiatives; and technology and assistive technology support to students, teachers and families.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Child First Services	Nonresident	Western Wayne School District	3

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
NEIU Learning Campus	Special Education Centers	Life Skills	2
New Story	Other	Autistic Support	3
NEIU Learning Campus	Special Education Centers	Emotional Support	5
New Story	Other	Emotional Support	4
Wayne Highlands-Lakeside Elementary	Neighboring School Districts	Partial Hospitalization	1
Wayne Highlands Middle School	Neighboring School Districts	Partial Hospitalization	1
Custer City Private School	Other	Other Private Facility-Residential (Emotional Support)	1
Wallenpaupack Area High School	Neighboring School Districts	Multi-Disability Support	1
Wallenpaupack Area Middle School	Neighboring School Districts	Emotional Support	1
Wallenpaupack Area- North Intermediate School	Neighboring School Districts	Emotional Support	1
Abraxas-Arlene Lissner High Scool	Other	Juvenile Detention Center	1

Special Education Program Profile

Program Position #1 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Position
>> *Implementation Date:* November 7, 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	9 to 11	10	0.84
Locations:				
EverGreen	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	10 to 10	1	0.08
Locations:				
EverGreen 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	11 to 11	1	0.08
Locations:				
EverGreen Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 7, 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	9 to 11	11	1
Locations:				
EverGreen	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 7, 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	6 to 7	4	0.67

Locations:				
EverGreen	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	7 to 8	2	0.33
Justification:				
Locations:				
EverGreen	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

       Operator: School District

       PROPOSED PROGRAM INFORMATION

          Type: Position

          Implementation Date: November 7, 2016

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

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	8	0.8
Locations:				
EverGreen	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	8 to 10	2	0.2
Locations:				
EverGreen	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

       Operator: School District

       PROPOSED PROGRAM INFORMATION

          Type: Position

          Implementation Date: November 7, 2016

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

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 6	5	0.42
Locations:				
RD Wilson	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	7 to 8	2	0.16
Locations:				
RD Wilson	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	5 to 7	5	0.42
Locations:				
RD Wilson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Position
>> *Implementation Date:* November 7, 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	9 to 11	8	1
Locations:				
RD Wilson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Position
>> *Implementation Date:* August 27, 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	Learning Support	9 to 9	3	0.38
Locations:				
RD Wilson	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%	Learning Support	9 to 9	2	0.25

but More Than 20%)				
Locations:				
RD Wilson	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	11 to 11	1	0.12
Locations:				
RD Wilson	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 8	2	0.25
Locations:				
RD Wilson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program
>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Class
>>*Implementation Date:* August 27, 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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 10	7	1
Justification: Specialized classroom. Students are grouped according to varying ages.				
Locations:				
RD Wilson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program
>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Position
>>*Implementation Date:* November 7, 2016
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 15	5	0.83
Locations:				
Western Wayne 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 12	1	0.17
Locations:				
Western Wayne 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:* Position
>> *Implementation Date:* November 7, 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	11 to 14	16	1
Locations:				
Western Wayne 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:* Position
>> *Implementation Date:* November 7, 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	11 to 14	13	0.86
Locations:				
Western Wayne 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	14 to 14	1	0.07
Locations:				
Western Wayne 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 11	1	0.07
Locations:				
EverGreen Elementary	An Elementary	A building in which General		

		School Building	Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	10	0.59
Locations:				
Western Wayne 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:				
Western Wayne 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	14 to 14	1	0.06
Locations:				
Western Wayne Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 8, 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	2	0.12
Locations:				
Western Wayne 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 15	7	0.5
Locations:				
Western Wayne 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	5	0.36
Locations:				
Western Wayne 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:* Position
> > *Implementation Date:* November 8, 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	12	1
Locations:				
Western Wayne High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Position
> > *Implementation Date:* August 27, 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	Emotional Support	15 to 16	2	0.14
Locations:				
Western Wayne High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 16	4	0.29
Locations:				
Western Wayne High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	4	0.29
Locations:				
Western Wayne 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	14 to 14	1	0.07
Locations:				
Western Wayne 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 17	3	0.21
Locations:				
Western Wayne High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program
    Operator: School District
    PROPOSED PROGRAM INFORMATION
        Type: Position
        Implementation Date: November 13, 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	12	1
Locations:				
Western Wayne High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program
    Operator: School District
    PROPOSED PROGRAM INFORMATION
        Type: Position
        Implementation Date: November 13, 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 17	11	0.85
Locations:				
Western Wayne	A Junior/Senior High	A building in which General Education		

High School	School Building	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	0.07
Locations:				
Western Wayne High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 15	1	0.07
Locations:				
Western Wayne High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 13, 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	15 to 20	14	1
Justification: Parents are aware that the age range exceeds 3 years.				
Locations:				
Western Wayne High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 13, 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 17	8	0.89
Locations:				
Western Wayne High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 17, 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	7 to 11	11	0.28
Justification: Speech and Language Support students are seen in groups of only a three year age span.				
Locations:				
EverGreen	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	10 to 14	14	0.35
Justification: Speech and Language Support students are seen in groups of only a three year age span.				
Locations:				
Western Wayne 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	Speech and Language Support	14 to 20	15	0.37
Justification: Speech and Language Support students are seen in groups of only a three year age span.				
Locations:				
Western Wayne High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 17, 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	5 to 11	39	0.65
Justification: Speech and Language Support students are seen in groups of only a three year age span.				
Locations:				
EverGreen	An Elementary School	A building in which General Education		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	13	0.35
Justification: Speech and Language Support students are seen in groups of only a three year age span.				
Locations:				
RD Wilson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: Multiple Districts

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 17, 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	5 to 11	14	0.3
Justification: Speech and Language Support students are seen in groups of only a three year age span.				
Locations:				
RD Wilson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: Multiple Districts

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 6	1	0.1
Locations:				
RD Wilson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	17 to 17	2	0.2
Locations:				

Western Wayne High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program
  Operator: Multiple Districts
  PROPOSED PROGRAM INFORMATION
    Type: Position
    Implementation Date: August 29, 2016
    Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 8	2	0.2
Locations:				
EverGreen	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 14	1	0.1
Locations:				
Western Wayne High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program
  Operator: School District
  PROPOSED PROGRAM INFORMATION
    Type: Class
    Implementation Date: August 26, 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%)	Learning Support	7 to 11	5	1
Justification: Students are educated within a 3 year age range.				
Locations:				
EverGreen Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program
  Operator: School District
  PROPOSED PROGRAM INFORMATION
    Type: Position
    Implementation Date: November 7, 2016
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	12	1
Locations:				
Evergreen	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program
>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Position
>>*Implementation Date:* November 6, 2017
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	3	1
Locations:				
Robert D. Wilson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program
>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Position
>>*Implementation Date:* November 13, 2017
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	8	0.57
Locations:				
Western Wayne MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	6	0.43
Locations:				
Western Wayne MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director, Special Education	Various Buildings	1
Assistant Director, Special Education	Various Buildings	1
School Psychologists	Various Buildings	2

Social Worker	RD Wilson and EverGreen Elementary	1
Social Worker	Middle School and High School	1
Occupational Therapist	Various Buildings	1
Guidance Counselor, Special Education	High School	1
Paraeducators	Various Buildings	20
Personal Care Assistants	Various Buildings	15

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Orientation and Mobility	Intermediate Unit	60 Minutes

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:
While there are areas that students are meeting or exceeding the state average in Math, there is still a significant need to focus on the annual growth of our students, as well as a constant need to improve the achievement scores.

District Accomplishments

Accomplishment #1:

- Mathematics data reveals third grade students in the IEP subgroup have shown an increase in reporting categories Proficient and Advanced for SY 14-15, 15-16, and 16-17.

- Western Wayne exceeded state averages in PSSA, Keystone, and SAT exams in 15 out of 18 categories in 2016-2017.

    o PSSA ELA grades 3-8

    o PSSA Math grades 3,4,7,8

    o PSSA Science grades 4, 8

    o Keystone Alg., Bio., Lit.

- 100% of all eight grade students were proficient or advanced on the Keystone Algebra exam in 2018.

- In 2016-17, 3rd grade ELA scores scored the highest out of 37 schools in Northeatern PA

- SAT scores exceeded state averages in 2016 and 2017

    o Western Wayne was 4th out of 37 schools in Northeastern PA in SAT average

- ACT scores have met state averages 5 out of the past 6 years

- Grades 3 and 4 have shown an increase in the Mathematics reporting categories Proficient and Advanced in the subgroup of Economically Disadvantaged for SY 14-15, 15-16, and 16-17. (Emetric)

- Significant evidence exists that the school exceeded the standard for PA Academic Growth on Keystone Algebra I exams for SY 2017 and over the last three years. (PVAAS)

- Significant evidence exists that students in the subgroups: Economically Disadvantaged, Lowest Performing 33%, and White (not Hispanic) exceeded the standard for PA Academic Growth on Keystone Algebra I exams for SY 2017 and over the last three years. (PVAAS)

- Nearly 70% of 6th, 7th, and 8th grade students achieved the score of proficient or advanced on the PSSA consistently from 2015 - 2018.

- 7th grade reading scores peaked at 70% in 2017. 6th Grade peaked in 2016 at 71% and 8th grade peaked at 69.5% in 2018. (PSSA Report)

- PVAAS growth scores indicate consistent growth on the ELA PSSA test from 2015-2018 in 6th, 7th and 8th grade. (PVAAS)

- Grade 4 PSSA Math scored have steadily improved from 2015 to 2017. The percentage of students increased from 56.7% to 70% scoring Proficient and Advanced. (PSSA Report)

- Grade 3 PSSA Math scores have steadily improved from 2015 to 2017. The percentage of students increased from 48.3% to 72.9% scoring Proficient and Advanced. (PSSA Report)

- Mathematics data reveals third grade students in the IEP subgroup have shown an increase in reporting categories Proficient and Advanced for SY 14-15, 15-16, and 16-17. (Emetric)

- Grades 3 and 4 have shown an increase in the Mathematics reporting categories Proficient and Advanced in the subgroup of Economically Disadvantaged for SY 14-15, 15-16, and 16-17. (Emetric)

District Concerns

Concern #1:
- District growth in the area of Math has been stagnant.

  o Grade 4 Mathematics data did not meet the standard for PA Academic Growth in Proficient or Advanced categories for SY 2017 or previous years. (PVAAS)

- o Grade 5 Mathematics data met the standard for PA Academic Growth in the Proficient category, but shows moderate evidence of not meeting the Advanced category for SY 2017 or previous years. (PVAAS)

- o Moderate evidence exists that students who were predicted to be Proficient on Keystone Algebra I exams did not meet the standard for PA Academic Growth for SY 14-15 or 15-16. (PVAAS)

- o Moderate evidence exists that students in the IEP subgroup who were predicted to be Basic on Keystone Algebra I did not meet the standard for PA Academic Growth for SY 2017 or previous year. (PVAAS)

- o 6th, 7th and 8th grade Math scores have been inconsistent for the last three years, 2015 - 2018 showing minimal growth, if any. PVAAS indicators reflect 6th grade math, in particular to be an area in need of growth for all students. (PSSA Report and PVAAS)

- o 60% to 70% of the middle school students are consistently scoring basic or below basic on the PSSA math assessment over the past three years, 2015 - 2018.

- o Over a three-year period, 2015-2017, the grade 4 subgroup of historically underperforming students has declined from 63.6% to 48.5% of students scoring basic or below basic. (PDE School Report)

- o Over a three-year period, 2015 - 2017, grade 5 PSSA math scores have stalled with student performance failing to break the threshold of 55% scoring proficient and advanced. (PSSA Report)

Prioritized Systemic Challenges

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

Aligned Concerns:

- District growth in the area of Math has been stagnant.

- o Grade 4 Mathematics data did not meet the standard for PA Academic Growth in Proficient or Advanced categories for SY 2017 or previous years. (PVAAS)

- o Grade 5 Mathematics data met the standard for PA Academic Growth in the Proficient category, but shows moderate evidence of not meeting the Advanced category for SY 2017 or previous years. (PVAAS)

o Moderate evidence exists that students who were predicted to be Proficient on Keystone Algebra I exams did not meet the standard for PA Academic Growth for SY 14-15 or 15-16. (PVAAS)

o Moderate evidence exists that students in the IEP subgroup who were predicted to be Basic on Keystone Algebra I did not meet the standard for PA Academic Growth for SY 2017 or previous year. (PVAAS)

o 6th, 7th and 8th grade Math scores have been inconsistent for the last three years, 2015 - 2018 showing minimal growth, if any. PVAAS indicators reflect 6th grade math, in particular to be an area in need of growth for all students. (PSSA Report and PVAAS)

o 60% to 70% of the middle school students are consistently scoring basic or below basic on the PSSA math assessment over the past three years, 2015 - 2018.

o Over a three-year period, 2015-2017, the grade 4 subgroup of historically underperforming students has declined from 63.6% to 48.5% of students scoring basic or below basic. (PDE School Report)

o Over a three-year period, 2015 - 2017, grade 5 PSSA math scores have stalled with student performance failing to break the threshold of 55% scoring proficient and advanced. (PSSA Report)

District Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA, PVAAS, SPP, and Future Ready Index.

Specific Targets: Achievement and Growth scores will continue to grow on an annual basis, including historically under-performing subgroups.

Strategies:

Improving the Growth and Achievement Scores

Description:

In addition to active engagement strategies and ongoing formative, diagnostic, and summative assessments used to drive instruction, the District will also implement PBIS and PtoG programs to enhance the school climate, culture, and academice interventions.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

25 Quick Formative Assessments for a Differentiated Classroom

Description:

Scholastic: Judith Doge - Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). While assessments are always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side. Without the regular use of formative assessment, or checks for understanding, how are

we to know what each student needs to be successful in our classroom? How else can we ensure we are addressing students' needs instead of simply teaching them what we think they need? (Source: 25 Quick Formative Assessments)

SAS Alignment: Assessment

Common Assessments - Teacher Moderation

Description:

Sources cite research that supports the positive relationship of counseling to student achievement and other student factors. (Sources: Teacher Moderation: Collaborative Assessment of Student Work)

SAS Alignment: Assessment

Differentiated Instruction

Description:

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: What Is Differentiated Instruction (Tomlinson)? , What Is Differentiated Instruction (Robb)? , Learning Styles: Concepts and Evidence , Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness) , Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades)

SAS Alignment: Instruction

Pennsylvania's Schoolwide Positive Behavior Support System

Description:

Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. (Sources: Positive Behavioral Interventions & Supports , Pennsylvania's Schoolwide Positive Behavior Interventions

and Supports System: An Introduction , Pennsylvania's Schoolwide Positive Behavior Support System: An Introduction)

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

Charlotte Danielson Framework

Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility (Sources: The Framework)

SAS Alignment: Instruction

Charlotte Danielson Framework

Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility (Sources: The Framework)

SAS Alignment: Instruction

Dual Enrollment

Description:

Dual enrollment programs are collaborative efforts between high schools and colleges in which high school students (usually juniors and seniors) are permitted to enroll in college courses. These programs provide students with a challenging academic experience and the opportunity to earn college credit prior to high school graduation. Unlike in other programs such as Advanced Placement and International Baccalaureate, dual enrollment students take actual college courses with a college syllabus, often on a college campus, rather than a college-level course intended to be taken by high school students. (Sources: Dual Enrollment Programs Transition to College , The Postsecondary Achievement of

[Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States](#) , [Dual Enrollment Programs](#))

SAS Alignment: Instruction, Materials & Resources

Professional Development

Description:

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

SAS Alignment: None selected

Implementation Steps:

Autism

Description:

Each school year, special education teachers, parprofessionals and parents working with students on the Autism Specturm will receive ongoing consultation and training. The following areas will be addressed:

- Intensive teaching
- Mand training
- Identification of motivating operations
- Natual Environment Teaching
- Tact training
- Reinforcement
- Shaping
- Instructional control
- Errorless teaching
- Social skills training

Evidence that action step was implemented will be documented in training logs and certificates.

Start Date: 7/1/2018   **End Date:** 6/30/2021

Program Area(s): Special Education

Supported Strategies:

- 25 Quick Formative Assessments for a Differentiated Classroom

- Differentiated Instruction

- Pennsylvania's Schoolwide Positive Behavior Support System

- Professional Development

Reading NCLB #1

Description:

Special education teachers will receive professional development training in the reading programs utilized by the school district. In addition, special education teachers will receive training on alignment of IEP goals to state standards and the progress monitoring of IEP goals.

Evidence that action step was implemented will be documented in the training logs and certificates.

Start Date: 7/1/2018   **End Date:** 6/30/2021

Program Area(s): Special Education

Supported Strategies:

- Improving the Growth and Achievement Scores

- 25 Quick Formative Assessments for a Differentiated Classroom

- Common Assessments - Teacher Moderation

- Differentiated Instruction

- Pennsylvania's Schoolwide Positive Behavior Support System

- Charlotte Danielson Framework

- Professional Development

Behavior Support

Description:

Each school year, faculty and staff are trained in the District's behavior management policies and procedures, classroom-based behavior management, positive behavior interventions and supports (PBIS) and in verbal de-escalation. Multiple staff members will be identified and trained in safe crisis management through TACT2.

Start Date: 7/1/2018   **End Date:** 6/30/2021

Program Area(s): Special Education

Supported Strategies:

- Differentiated Instruction

- Pennsylvania's Schoolwide Positive Behavior Support System

- Charlotte Danielson Framework

- Professional Development

Paraprofessional

Description:

Paraprofessionals will receive training each school year. Suggested topics for professional development may include:

- Information about specific disability categories
- Behavioral Management policies and procedures
- School Safety (Positive Behavior Intervention and Supports, Bullying, etc)

- First-Aid/CPR/AED certifications
- Crisis Prevention and verbal de-escalation techniques
- Competent Learner Model
- Direct Instruction Programs
- Reading and Math interventions
- Assessments (PSSA, Keystone, CDT, etc)
- Data collection (VB-MAPP, Positive Behavior Support, etc)
- Confidentiality and Ethics
- Use of technology
- Medical Access (MA) biling and Randon Moment in Time (RMTS)

Evidence that action step was implemented will be documented in training logs and certificates.

Start Date: 7/1/2018   **End Date:** 6/30/2021

Program Area(s): Special Education

Supported Strategies:

- Differentiated Instruction

- Pennsylvania's Schoolwide Positive Behavior Support System

- Professional Development

Transition

Description:

Special education teachers will receive training in the following areas:

Teaching Independent and Pre-Vocational skills to students: During this training session participants will learn about the importance of implementing independent learning centers and pre-vocational skills for students.

Indicator 13: During this training session, participants will review in detail the process for developing standards-aligned measurable annual goals that prepare students to achieve their post-secondary goals. Participants will practice writing one or more standards-aligned

measurable annual goals based on clearly identified present levels of academic achievement and functional performance.

Evidence that action step was implemented will be documented in training logs and certificates.

Start Date: 7/1/2018   **End Date:** 6/30/2021

Program Area(s): Special Education

Supported Strategies:

- Differentiated Instruction

- Pennsylvania's Schoolwide Positive Behavior Support System

- Dual Enrollment

- Professional Development

Classroom Observations

Description:

Utilize a differentiated supervisory model with teachers to include clinical observations and portfolios.

Start Date: 7/1/2018   **End Date:** 6/30/2021

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

Supported Strategies:

- Improving the Growth and Achievement Scores

- 25 Quick Formative Assessments for a Differentiated Classroom

- Common Assessments - Teacher Moderation

- Differentiated Instruction

- Pennsylvania's Schoolwide Positive Behavior Support System

- Charlotte Danielson Framework

- Dual Enrollment

- Professional Development

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: 25 Quick Formative Assessments for a Differentiated Classroom Strategy #2: Differentiated Instruction Strategy #3: Pennsylvania's Schoolwide Positive Behavior Support System Strategy #4: Professional Development

Start	End	Title	Description
7/1/2018	6/30/2021	Autism	Each school year, special education teachers, parprofessionals and parents working with students on the Autism Specturm will receive ongoing consultation and training. The following areas will be addressed: • Intensive teaching • Mand training • Identification of motivating operations • Natual Environment Teaching • Tact training • Reinforcement • Shaping

- Instructional control

- Errorless teaching

- Social skills training

Evidence that action step was implemented will be documented in training logs and certificates.

Person Responsible	SH	S	EP	Provider	Type	App.
Cynthia A. LaRosa, Director of Special Education	1.0	24	8	Western Wayne School District	School Entity	No

Knowledge This is an optional narrative for Special Education.

Supportive Research Research-based practices and protocols established within the PaTTAN Autism Initiative Supports will be taught.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format LEA Whole Group Presentation
Series of Workshops

Participant Roles	Classroom teachers Paraprofessional Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Autism Initiative Site Reviews

LEA Goals Addressed:	**Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.**	**Strategy #1: Improving the Growth and Achievement Scores** **Strategy #2: 25 Quick Formative Assessments for a Differentiated Classroom** **Strategy #3: Common Assessments - Teacher Moderation** **Strategy #4: Differentiated Instruction** **Strategy #5: Pennsylvania's Schoolwide Positive Behavior Support System** **Strategy #6: Charlotte Danielson Framework** **Strategy #7: Professional Development**

Start	End	Title	Description
7/1/2018	6/30/2021	Reading NCLB #1	Special education teachers will receive professional development training in the reading programs utilized by the school district. In addition, special education teachers will receive training on alignment of IEP goals to state standards and the progress monitoring of IEP goals.

Evidence that action step was implemented will be documented in the training logs and certificates.

Person Responsible	SH	S	EP	Provider	Type	App.
Cynthia A. LaRosa, Director of Special Education	1.0	12	20	District Curriculum Director; Educational Consultants and Trainers	Publishing Company and School Entity	No

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Knowledge   This is an optional narrative for Special Education.

Supportive Research   This is an optional narrative for Special Education.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

For school and district administrators, and other

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:

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.

Training Format	Series of Workshops

Participant Roles	Classroom teachers New Staff	**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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring 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. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Differentiated Instruction Strategy #2: Pennsylvania's Schoolwide Positive Behavior Support System Strategy #3: Charlotte Danielson Framework Strategy #4: Professional Development

Start	End	Title	Description
7/1/2018	6/30/2021	Behavior Support	Each school year, faculty and staff are trained in the District's behavior management policies and procedures, classroom-based behavior management, positive behavior interventions and supports (PBIS) and in verbal de-escalation. Multiple staff members will be identified and trained in safe crisis management through TACT2.

Person Responsible	SH	S	EP	Provider	Type	App.
Jennifer DeNike, Assistant Director of Special Education	1.0	6	25	Western Wayne School District	School Entity	No

Knowledge	Anticipated professional development is based on student, staff, and district need. They include but are not limited to the following: functional behavior assessments, positive behavior support plans, PBIS, researched-based behavioral interventions, progress monitoring, verbal de-escalation techniques, and safe crisis management.

Supportive Research   This is an optional narrative for Special Education.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

Training Format

Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Offsite Conferences

| **Participant Roles** | Classroom teachers
Principals / Asst. Principals
School counselors
Paraprofessional
New Staff
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	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Review of FBA and PBSPs	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom and student data collection through behavior collection systems.

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Differentiated Instruction Strategy #2: Pennsylvania's Schoolwide Positive Behavior Support System Strategy #3: Professional Development

Start	End	Title	Description
7/1/2018	6/30/2021	Paraprofessional	Paraprofessionals will receive training each school year. Suggested topics for professional development may include: • Information about specific disability categories • Behavioral Management policies and procedures • School Safety (Positive Behavior Intervention and Supports, Bullying, etc) • First-Aid/CPR/AED certifications • Crisis Prevention and verbal de-escalation techniques • Competent Learner Model

- Direct Instruction Programs

- Reading and Math interventions

- Assessments (PSSA, Keystone, CDT, etc)

- Data collection (VB-MAPP, Positive Behavior Support, etc)

- Confidentiality and Ethics

- Use of technology

- Medical Access (MA) biling and Randon Moment in Time (RMTS)

Evidence that action step was implemented will be documented in training logs and certificates.

Person Responsible	SH	S	EP	Provider	Type	App.
Cynthia A. LaRosa, Director of Special Education	1.0	60	25	Western Wayne School District	School Entity	No

Knowledge

Anticipated professional development is based on student, staff and district need.

Supportive Research

This is an optional narrative for Special Education.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

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 Lesson modeling with mentoring	**Evaluation Methods**	Participant survey Portfolio Certificates of Participation

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Differentiated Instruction Strategy #2: Pennsylvania's Schoolwide Positive Behavior Support System Strategy #3: Dual Enrollment Strategy #4: Professional Development

Start	End	Title	Description

Special education teachers will receive training in the following areas:

Teaching Independent and Pre-Vocational skills to students: During this training session participants will learn about the importance of implementing independent learning centers and pre-vocational skills for students.

Indicator 13: During this training session, participants will review in detail the process for developing standards-aligned measurable annual goals that prepare students to achieve their post-secondary goals. Participants will practice writing one or more standards-aligned measurable annual goals based on clearly identified present levels of academic achievement and functional performance.

Evidence that action step was implemented will be documented in training logs and certificates.

	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2018 6/30/2021 Transition	Cynthia A. LaRosa, Director of Special Education	1.0	10	20	Western Wayne School District	IU	No

Knowledge   This is an optional narrative for Special Education.

Supportive Research   Federal requirements for Individualized Education Programs (IEPs) for students ages 14 and older include "coordinated, measurable, annual IEP goals, and transition services that will lead to postsecondary goals."

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Empowers educators to work effectively with parents and community partners.

For school and district

Provides the knowledge and skills to think and plan strategically, ensuring that

administrators, and other educators seeking leadership roles:

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
Series of Workshops

Participant Roles	Classroom teachers School counselors Paraprofessional Related Service Personnel 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 • Transition Plans in student's IEPs	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective   Strategy #1: Improving the Growth and

instructional practices across all classrooms in each school.

Achievement Scores

Strategy #2: 25 Quick Formative Assessments for a Differentiated Classroom

Strategy #3: Common Assessments - Teacher Moderation

Strategy #4: Differentiated Instruction

Strategy #5: Pennsylvania's Schoolwide Positive Behavior Support System

Strategy #6: Charlotte Danielson Framework

Strategy #7: Dual Enrollment

Strategy #8: Professional Development

Start	End	Title	Description
7/1/2018	6/30/2021	Classroom Observations	Utilize a differentiated supervisory model with teachers to include clinical observations and portfolios.

Person Responsible	SH	S	EP	Provider	Type	App.
Supervisors	1.5	3	170	Western Wayne School District	School Entity	No

Knowledge	Teachers and administrators will gain a deeper knowledge of the teacher effectiveness system, Charlottoe Danielson's framework, student formative assessment, Webb's Depth of Kowledge
Supportive Research	Pennsylvania Department of Education and SAS mandated programs as well as content provided to districts to utilize as best practices.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists	**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	**Evaluation Methods**	Classroom observation focusing on

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

Analysis of student work, with administrator and/or peers

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

Journaling and reflecting

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Participant survey

Review of participant lesson plans

Review of written reports summarizing instructional activity

Portfolio

PVAAS, local benchmarking (4sight, study island)

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 Bernice Fiorella on 4/30/2018

Board President

Affirmed by Matthew Barrett on 4/30/2018

Superintendent/Chief Executive Officer