

Western Wayne SD  
**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

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

## 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
Susan Thivierge	Community Representative : Professional Education Special 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
Joann Tomassoni	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
Rebecca Swingle	High School Teacher - Regular Education : Professional Education Special Education
Tara Donleavy	High School Teacher - Special Education : Professional Education Special Education

Joshua Rowe	Middle School Teacher - Regular Education : Professional Education Special Education
Samantha David	Middle School Teacher - Special Education : Professional Education Special Education
Bernice Fiorella	Parent : Professional Education Special Education
Leann Wash	Parent : Professional Education Special Education
Cynthia LaRosa	Special Education Director/Specialist : Professional Education Special Education

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# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 316

### *Identification Method*

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

All students within the Western Wayne School District will be provided a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Prior to referral for a Multidisciplinary Evaluation (MDE), students are screened by the Student Concern Teams and Child Study Teams.

The Child Study Teams (CST) in the Western Wayne School District serve as the function of the screening process for students who are not achieving success academically, behaviorally, socially or emotionally. Members of the CST are the building school counselors, school psychologists, building administrators, and special education administrators. Teachers and related service providers may attend if deemed appropriate. If medical concerns are presented, the school nurse will participate on the CST.

The sources of data for review which document lack of academic success may include, but are not limited to: classroom observations, outcomes of implemented interventions, results of benchmark assessments, including the student's performance on district-wide assessments or statewide tests of achievement, and norm-referenced tests of academic achievement. Review of current academic progress, review of records (discipline, medical/health, and attendance), parent/guardian input, teacher input, and school counselor's input regarding family functioning are also reviewed.

Upon review of the student's progress presented to the CST, recommendations may be made to implement additional and/or alternative interventions in the general education setting. During this time, the student's progress continues to be monitored in order to determine the effectiveness of the interventions. However, if the CST determines the student is not responding to the interventions to meet his/her academic goals, and recognizes the possible need for additional assistance, the CST may determine that a multidisciplinary evaluation is warranted.

### **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 curriculum-based 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, intellectual 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 disproportionalities 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 Disability 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 Disability, 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 Director 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).

A county correctional facility is not located within the Western Wayne School District. Individuals from our district would be placed either in Wayne or Pike County Correctional Facility.

The Western Wayne School District in cooperation and collaboration with the Wayne Highlands and Wallenpaupack School Districts have on-going communication to ensure that all incarcerated students who may be eligible for special education supports and services are located, identified, evaluated and, when deemed eligible, offered FAPE. Designated personnel employed by the Wayne Highlands School District or the Wallenpaupack Area School District (host districts), notify Western Wayne School District of any incarcerated Western Wayne School District students.

If the inmate has indicated that he/she has not yet graduated, but wishes to continue with education services and has received special education services in the past, appropriately certified teachers are assigned to educate him/her within the prison setting. An appropriate curriculum is developed and educational services are provided in accordance with the Individuals with Disabilities Education Act of 2004, 22 Pa. Code Chapter 14, and 34 CFR Part 300. As per our Consortium agreement with Wayne Highlands and Wallenpaupack School Districts, the Western Wayne School District would seek their assistance first for services, given these correctional facilities are located within their respective school districts. If they were unable to meet the student's needs, the Western Wayne School District would provide school professionals to deliver instruction at the facility.

### *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 District 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 facilitate 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 employs 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 BCBA's, there are multiple staff members trained and familiar with PBIS interventions.

In addition, the District employs 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

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## 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	Special Education Centers	Autistic Support	3
NEIU Learning Campus	Special Education Centers	Emotional Support	5
New Story	Special Education Centers	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 School	Other	Juvenile Detention Center	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* November 7, 2016

*Reason for the proposed change:* Caseload change

#### 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
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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***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: November 7, 2016**Reason for the proposed change: Caseload change***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***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: November 7, 2016**Reason for the proposed change: Caseload change***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***Operator: School District*



**PROGRAM DETAILS***Type: Position**Implementation Date: November 7, 2016**Reason for the proposed change: Roster change***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***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: November 7, 2016**Reason for the proposed change: Caseload change***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***Operator: School District***PROGRAM DETAILS**

Type: Position

Implementation Date: November 7, 2016

Reason for the proposed change: Caseload change

**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**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: August 27, 2014

Reason for the proposed change: Caseload change

**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% but More Than 20%)	Learning Support	9 to 9	2	0.25
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**

Operator: School District

**PROGRAM DETAILS**

Type: Class

*Implementation Date: August 27, 2014*

*Reason for the proposed change: Caseload change*

**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**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: November 7, 2016*

*Reason for the proposed change: Caseload change*

*Present Class Location: Middle School*

*Proposed Class Location: 125*

*Length of time class has been in present location: 125*

**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**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: November 7, 2016*

*Reason for the proposed change: Caseload change*

**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***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: November 7, 2016**Reason for the proposed change: Caseload change***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 School Building	A building in which General Education programs are operated		

**Program Position #12***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 29, 2016**Reason for the proposed change: Caseload change***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
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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***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: November 8, 2017**Reason for the proposed change: Caseload change***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***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: November 8, 2017**Reason for the proposed change: Caseload change***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***Operator: School District***PROGRAM DETAILS**

Type: Position

Implementation Date: August 27, 2014

Reason for the proposed change: Caseload change

**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**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: November 13, 2017

Reason for the proposed change: Caseload change

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	1
Locations:				
Western Wayne	A Junior/Senior High	A building in which General Education		

High School	School Building	programs are operated		
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**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* November 13, 2017*Reason for the proposed change:* Caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	11	0.85
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%)	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***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* November 13, 2017*Reason for the proposed change:* Caseload change**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***Operator:* School District**PROGRAM DETAILS***Type:* Position

Implementation Date: November 13, 2017

Reason for the proposed change: Caseload change

**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**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**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**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**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 Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	13	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 #22***Operator:* Multiple Districts**PROGRAM DETAILS***Type:**Implementation Date:***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***Operator:* Multiple Districts**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Roster change**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***Operator:* Multiple Districts**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Roster change**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***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 26, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	5	1
Locations:				
EverGreen Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #26***Operator:* School District**PROGRAM DETAILS***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**

Operator: School District

**PROGRAM DETAILS**

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**

Operator: School District

**PROGRAM DETAILS**

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

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

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# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>Each school year, special education teachers, paraprofessionals and parents working with students on the Autism Spectrum will receive ongoing consultation and training. The following areas will be addressed:</p> <ul style="list-style-type: none"> <li>• Intensive teaching</li> <li>• Mand training</li> <li>• Identification of motivating operations</li> <li>• Natural Environment Teaching</li> <li>• Tact training</li> <li>• Reinforcement</li> <li>• Shaping</li> <li>• Instructional control</li> <li>• Errorless teaching</li> <li>• Social skills training</li> </ul> <p>Evidence that action step was implemented will be documented in training logs and certificates.</p>
<b>Person Responsible</b>	Cynthia A. LaRosa, Director of Special Education
<b>Start Date</b>	8/22/2017
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	24
<b># of Participants Per Session</b>	8

<b>Provider</b>	Western Wayne School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	Research-based practices and protocols established within the PaTTAN Autism Initiative Supports will be taught.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops
<b>Participant Roles</b>	Classroom teachers Paraprofessional Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	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
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## Behavior Support

<b>Description</b>	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.
<b>Person Responsible</b>	Jennifer DeNike, Assistant Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	25
<b>Provider</b>	Western Wayne School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	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.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and</b>	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

<b>education specialists</b>	effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>Series of Workshops  School Whole Group Presentation  Department Focused Presentation  Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  School counselors  Paraprofessional  New Staff  Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Review of FBA and PBSPs</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom and student data collection through behavior collection systems.</p>



## Paraprofessional

<b>Description</b>	<p>Paraprofessionals will receive training each school year. Suggested topics for professional development may include:</p> <ul style="list-style-type: none"> <li>• Information about specific disability categories</li> <li>• Behavioral Management policies and procedures</li> <li>• School Safety (Positive Behavior Intervention and Supports, Bullying, etc)</li> <li>• First-Aid/CPR/AED certifications</li> <li>• Crisis Prevention and verbal de-escalation techniques</li> <li>• Competent Learner Model</li> <li>• Direct Instruction Programs</li> <li>• Reading and Math interventions</li> <li>• Assessments (PSSA, Keystone, CDT, etc)</li> <li>• Data collection (VB-MAPP, Positive Behavior Support, etc)</li> <li>• Confidentiality and Ethics</li> <li>• Use of technology</li> <li>• Medical Access (MA) billing and Randon Moment in Time (RMTS)</li> </ul> <p>Evidence that action step was implemented will be documented in training logs and certificates.</p>
<b>Person Responsible</b>	Cynthia A. LaRosa, Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	60
<b># of Participants Per Session</b>	25

<b>Provider</b>	Western Wayne School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Anticipated professional development is based on student, staff and district need.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion Lesson modeling with mentoring
<b>Evaluation Methods</b>	Participant survey Portfolio Certificates of Participation

### Reading NCLB #1

<b>Description</b>	Special education teachers will receive professional development training in
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	<p>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.</p> <p>Evidence that action step was implemented will be documented in the training logs and certificates.</p>
<b>Person Responsible</b>	Cynthia A. LaRosa, Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	20
<b>Provider</b>	District Curriculum Director; Educational Consultants and Trainers
<b>Provider Type</b>	Publishing Company and School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers New Staff
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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
<b>Evaluation Methods</b>	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

## 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

	<p>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.</p> <p>Evidence that action step was implemented will be documented in training logs and certificates.</p>
<b>Person Responsible</b>	Cynthia A. LaRosa, Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	20
<b>Provider</b>	Western Wayne School District
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	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."
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops

<b>Participant Roles</b>	<p>Classroom teachers  School counselors  Paraprofessional  Related Service Personnel  Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Transition Plans in student's IEPs</li> </ul>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

# Special Education Affirmations

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

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

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