

Wilkes-Barre Area SD
Special Education Plan Report

07/01/2016 - 06/30/2019

District Profile

Demographics

730 S Main St
 Wilkes Barre, PA 18711
 (570)826-7182
 Superintendent: Bernard Prevuznak
 Director of Special Education: Robert Mehalick

Planning Committee

Name	Role
Robert Makaravage	Administrator : Special Education
Jamie Moska	Administrator : Professional Education Special Education
Tashara Sheperis	Administrator : Professional Education Special Education
Joseph Caffrey	Board Member : Professional Education Special Education
Melissa Styczen	Elementary School Teacher - Special Education : Special Education
Michael Corcoran	Parent : Professional Education Special Education
Robert Mehalick	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 1470

Identification Method

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

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

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

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

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

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

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

Non-Resident Students Oversight

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

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

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

for the student.

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

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

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

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

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

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

Incarcerated Students Oversight

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

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

District will obtain information from the PennData database to further determine the inmates eligibility for special education services.

Least Restrictive Environment

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

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

Pre-referral educational support and special education services are provided in the regular education classroom environment by teachers at all grade levels. Needed special education services are provided within the context of the regular education classroom to the maximum extent possible in order to ensure that students are exposed to and can progress adequately within the regular education curriculum.

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

materials and instructional adaptations, para professional staff support in the regular education classroom.

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

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

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

- Implementation of a year-long Wilson Reading Training model. This is under the direct supervision of the Wilson Language Training Corporation. The Wilson Reading System (WRS) is a researched-based reading and writing program. It is the flagship of the Wilson Language Training and is based on Orton-Gillingham principals. WRS is a highly structured remedial program that directly teaches the structure of the language to even the most challenged readers. The outcome of this training is to help our most struggling readers to become fluent and expressive readers.
- Enrollment in the Pennsylvania Autism Initiative (PAI) through the partnership with PaTTAN, Step by Step, and an appointed BCBA. This programming is viewed as one of the state's successful programming for students with Autism.
- Implementation of a Behavioral Intervention Model which is deigned to meet the needs of our students with behavioral needs. The model utilizes an Applied Behavior Analysis (ABA) approach to improving socially-significant behaviors.

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

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

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

Behavior Support Services

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

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

Any special education student who exhibits significant behaviors that interfere with appropriate functioning within educational settings must have a Positive Behavior Support Plan (PBSP) included within the student's Individualized Education Plan (IEP). In order to support these special education

students and the staff working with them, the district is implementing a Behavior Intervention Model which is designed to meet these students' behavioral needs. Under the contractual relationship with the Student Services agency, we are structuring our behavioral program by assessing the functional relationship between behaviors and environmental factors. In addition, all faculty members received training from JKM Training, Inc - The Safe Crisis Management Training Company. JKM provided a comprehensive continuum of prevention, de-escalation and safe emergency intervention strategies for responding to aggressive behavior in schools. Safe Crisis Management® "SCM" is a comprehensive training program focused on preventing and managing crisis events, and improving safety in schools. Safe Crisis Management has a trauma-sensitive approach with emphasis on building positive relationships with individuals.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

Ensuring FAPE/Hard to Place Students

Wilkes-Barre Area School District offers a wide continuum of services and supports for students with disabilities including the following: Itinerant and Supplemental Learning Support, Itinerant and Supplemental Emotional Support, Itinerant, Supplemental and Full-time Autistic Support, Supplemental and Full-time Life Skills Support, and Speech/Language Support. In addition, the district has opened and is planning to open more specialized classrooms within our district buildings. This will limit the need for out-of-district placements.

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

- Collaboration with the Luzerne Intermediate Unit and/or programs from neighboring districts.
- Contact the local county office to coordinate a CASSP meeting to gain assistance with mental health and community resources that can be used to meet the particular needs of the identified student.
- Contacting the Regional Interagency Coordinator (RIC) to discuss any potential Cordero placements.

- Coordinate with PaTTAN, Luzerne Intermediate Unit #18, or private organizations to provide training for those teachers who have students with intensive needs in their classrooms.

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

Strengths and Highlights

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

Current Program Strengths and Highlights

- The Wilkes-Barre Area School District's greatest strength comes from the commitment to provide the best educational programming to students. In addition to the specialized classrooms that the Wilkes-Barre Area offers, the district strives to provide programming to meet the needs of the individual student. The district attempts to maximize the absolute least restrictive environment for all special education students.
- The district strives to provide a team-based approach regarding programming and addressing students' strengths and needs.
- Wilkes-Barre Area School District has a long time adoption of an inclusionary policy and as a result each elementary and secondary school building has an inclusion team with district-wide inclusion council represented by both special education and regular education teachers and administrators.
- The district utilizes scientifically-researched based reading programs and strategies for grades K-12. Summative and formative assessments are aligned with PA state standards.
- The district is actively involved in community events and outreach. The district strives to provide the families with all available outside resources.

- The district works with Luzerne Intermediate Unit #18 and private organizations to provide a broad range of training opportunities for our teachers, staff, and parents.

- The district works with the Luzerne Intermediate Unit #18 to provide transition opportunities for students. These transition programs include but are not limited to:
 - Community Based Vocational Training
 - Vocational Transition Shop
 - METS program
 - Dream Green Farm
 - Document Destruction Depot
 - CORE program-Luzerne County Community College
 - Lowes Warehouse program

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

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

Least Restrictive Environment Facilities

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

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

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
-------------------	-------	----------	---------	---------	-----	----------	-----

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

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights/Murray	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	19	1

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights/Murray	An Elementary School	A building in which General	Supplemental (Less Than 80% but More Than	Learning Support	9 to 11	20	1

	Building	Education programs are operated	20%)				
--	----------	---------------------------------	------	--	--	--	--

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Solomon/Plains Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	18	1

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Coughlin High	A Senior	A building in	Supplemental	Learning	16 to	11	1

School	High School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	19		
--------	----------------------	---	-----------------------------------	---------	----	--	--

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #21*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: April 28, 2016**Reason for the proposed change: Update plan***PROGRAM SEGMENTS**

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

Program Position #22*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: April 28, 2016**Reason for the proposed change: Update plan***PROGRAM SEGMENTS**

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

Program Position #23*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: April 28, 2016**Reason for the proposed change: Update plan***PROGRAM SEGMENTS**

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

Program Position #24

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #25

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
G.A.R. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	17	1

Program Position #26

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #28

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	18	1

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #30

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #31

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #32

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #33

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

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

Solomon/Plains Jr. High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	15	1
--------------------------------	-------------------------------	---	--	------------------	----------	----	---

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #38*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #40*Operator:* School District**PROGRAM DETAILS***Type:* Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dodson	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 12	7	0.33
Justification: Our Itinerant teachers provide services to all Itinerant students at one building. Students are grouped age appropriately for pull out sessions.							
Dodson Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 13	6	0.33
Justification: Students met with individually or grouped age appropriately							
Dodson Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 13	4	0.34
Justification: Students met with individually or grouped age appropriately							

Program Position #41

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Flood	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 13	16	0.34
Justification: Students are met with individually or grouped age appropriately.							
Dan Flood Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 13	5	0.33
Justification: Students met with individually or grouped age appropriately							
Dan Flood Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 13	2	0.33
Justification: Students are met with individually or grouped age appropriately							

Program Position #42

Operator: School District

PROGRAM DETAILS*Type: Position**Implementation Date: April 28, 2016**Reason for the proposed change: Update plan***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kistler	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 13	5	0.33
Justification: Students are met with individually Or grouped age appropriately							
Kistler Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 12	4	0.33
Justification: Students are met with individually or grouped age appropriately							
Kistler Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 13	15	0.34
Justification: Students are met with individually Or grouped age appropriately							

Program Position #43*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: April 28, 2016**Reason for the proposed change: Update plan***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Solomon Plains Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 11	10	0.33
Justification: Students are met with individually or grouped age appropriately							
Solomon Plains Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 12	4	0.33
Justification: Students met with individually or grouped age appropriately							
Solomon Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 12	16	0.34
Justification: Students are met with individually Or grouped age appropriately							

Program Position #44

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Coughlin High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	5	0.15
Coughlin Highschool	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	3	0.25
Justification: Students met with individually or grouped age appropriately							
GAR High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 18	4	0.15
Justification: Students are met with individually Or grouped age appropriately							
GAR High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 18	1	0.15
Justification: Students are met with individually Or grouped age appropriately							
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 18	6	0.15
Justification: Students are met with individually Or grouped age appropriately							
Meyers High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 18	1	0.15
Justification: Students are met with individually Or grouped age appropriately							

Program Position #45

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
G.A.R. High School	A Junior/Senior High School	A building in which General	Itinerant	Learning Support	13 to 18	24	1

	Building	Education programs are operated					
Justification: Students are met with individually Or grouped age appropriately							

Program Position #46*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Solomon Plains Jr.	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 15	2	0.33
Justification: Students met with individually or grouped age appropriately							
Solomon Plains Junior Highschool	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 15	2	0.33
Justification: Students met with individually or grouped age appropriately							
Solomon Plains Junior Highschool	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	16	0.34

Program Position #47*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights/Murray	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 8	2	0.33
Justification: Student met with individually or by age							
Heights Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 12	2	0.33
Justification: Students met with individually or grouped age appropriately							
Heights Elementary	An Elementary	A building in which General	Itinerant	Learning	5 to 12	11	0.34

	School Building	Education programs are operated		Support			
Justification: Students met with individually or grouped age appropriately							

Program Position #48*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 29, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #49*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #50*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #51*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: April 28, 2016**Reason for the proposed change: Update plan***PROGRAM SEGMENTS**

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

Program Position #52*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: April 28, 2016**Reason for the proposed change: Update plan***PROGRAM SEGMENTS**

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

Program Position #53*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: April 28, 2016**Reason for the proposed change: Update plan***PROGRAM SEGMENTS**

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

Program Position #54*Operator: School District***PROGRAM DETAILS**

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #55

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #56

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dodson Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	33	1

Justification: Students are met with individually or by age range

Program Position #57

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 28, 2016

Reason for the proposed change: Update plan

PROGRAM SEGMENTS

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

Program Position #58*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #59*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #60*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Solomon/Plains	An	A building in	Itinerant	Speech and	5 to 12	78	1

Elementary	Elementary School Building	which General Education programs are operated		Language Support			
Justification: Students are met with individually or by age range							

Program Position #61*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Average square feet in regular classrooms:* 530 sq. ft.*Square footage of this classroom:* 600 sq. ft. (30 feet long x 20 feet wide)*Reason for the proposed change:* Updatevplan**PROGRAM SEGMENTS**

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

Program Position #62*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Average square feet in regular classrooms:* 480 sq. ft.*Square footage of this classroom:* 600 sq. ft. (30 feet long x 20 feet wide)*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #63*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Average square feet in regular classrooms:* 480 sq. ft.*Square footage of this classroom:* 896 sq. ft. (32 feet long x 28 feet wide)*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Dr. David Kistler	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	19	1
-------------------	-------------------------------	---	--	------------------	----------	----	---

Program Position #64*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Average square feet in regular classrooms:* 460 sq. ft.*Square footage of this classroom:* 374 sq. ft. (22 feet long x 17 feet wide)*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

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

Program Position #65*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 28, 2016*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 352 sq. ft. (22 feet long x 16 feet wide)*Reason for the proposed change:* Update plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Boyd Dodson	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	20	1

Justification: Teacher is in an itinerant model and does not instruct students who are more than three years in age span at one time.

Program Position #66*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Average square feet in regular classrooms:* 530 sq. ft.*Square footage of this classroom:* 600 sq. ft. (30 feet long x 20 feet wide)

PROGRAM SEGMENTS

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

Program Position #67

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2015

Average square feet in regular classrooms: 480 sq. ft.

Square footage of this classroom: 600 sq. ft. (30 feet long x 20 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Solomon Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	7	1

Program Position #68

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 26, 2013

Average square feet in regular classrooms: 480 sq. ft.

Square footage of this classroom: 600 sq. ft. (30 feet long x 20 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Solomon Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	9 to 12	7	1

Program Position #69

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 26, 2013

Average square feet in regular classrooms: 530 sq. ft.

Square footage of this classroom: 600 sq. ft. (30 feet long x 20 feet wide)

PROGRAM SEGMENTS

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

Kistler Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	9	1
--------------------	-------------------------------	---	--	-------------------	--------	---	---

Program Position #70*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015*Average square feet in regular classrooms:* 530 sq. ft.*Square footage of this classroom:* 600 sq. ft. (30 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	16	1

Program Position #71*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2011*Average square feet in regular classrooms:* 530 sq. ft.*Square footage of this classroom:* 600 sq. ft. (30 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 13	13	1

Program Position #72*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Average square feet in regular classrooms:* 530 sq. ft.*Square footage of this classroom:* 600 sq. ft. (30 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
GAR Junior/Senior	A	A building	Supplemental	Emotional	15 to	7	1

Highschool	Junior/Senior High School Building	in which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	18		
------------	------------------------------------	--	-----------------------------------	---------	----	--	--

Program Position #73*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2010*Average square feet in regular classrooms:* 530 sq. ft.*Square footage of this classroom:* 600 sq. ft. (30 feet long x 20 feet wide)**PROGRAM SEGMENTS**

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

Program Position #74*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2010*Average square feet in regular classrooms:* 530 sq. ft.*Square footage of this classroom:* 600 sq. ft. (30 feet long x 20 feet wide)**PROGRAM SEGMENTS**

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

Program Position #75*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Average square feet in regular classrooms:* 530 sq. ft.*Square footage of this classroom:* 600 sq. ft. (30 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kistler Elementary	An Elementary School	A building in which General Education	Full-Time Special Education	Life Skills Support	8 to 11	6	1

	Building	programs are operated	Class				
--	----------	-----------------------	-------	--	--	--	--

Program Position #76*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2010*Average square feet in regular classrooms:* 530 sq. ft.*Square footage of this classroom:* 600 sq. ft. (30 feet long x 20 feet wide)**PROGRAM SEGMENTS**

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

Special Education Support Services

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

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Behavior Health - Student Assistance Services	Outside Contractor	2 Days

Itinerant Hearing Services	Intermediate Unit	5 Days
Physical Therapy	Intermediate Unit	3 Days
Orientation and Mobility	Intermediate Unit	2 Days
Behavioral Health - PAI	Outside Contractor	5 Days
Social Work Services	Intermediate Unit	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<ol style="list-style-type: none"> 1. Personnel Development <ol style="list-style-type: none"> 1. New staff training 2. PaTTAN Autism Initiative (monthly training for all Autistic Support teachers - per our Inservice schedule) <ol style="list-style-type: none"> i. ABA/Positive Behavior Supports within the classroom 3. Crisis Prevention Intervention – Certification/Recertification 4. Legal Review- Special Education Attorney <ol style="list-style-type: none"> i. Regular and Special Education Teachers
Person Responsible	Robert Mehalick-Special Education Director
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.5
# of Sessions	10
# of Participants Per Session	30
Provider	Wilkes-Barre Area School District
Provider Type	Wilkes-Barre Area School District Administration; Step By Step; PaTTAN; PAI
PDE Approved	Yes
Knowledge Gain	<ol style="list-style-type: none"> 1. Behavioral and ABA Supports 2. Social/Emotional Needs 3. Evidenced Based Practices for classroom management and curriculum

	<p>4. Services</p> <p>5. Additional Resources</p>
Research & Best Practices Base	<p>1. PaTTAN approved research based practices provided by PaTTAN Autism Initiative</p>
For classroom teachers, school counselors and education specialists	<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> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p>

	Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity

Behavior Support

Description	<ol style="list-style-type: none"> 1. Personnel Development <ol style="list-style-type: none"> 1. New staff training 2. All staff training in JKM (1 and 2 day trainings) 3. PaTTAN Autism Initiative <ol style="list-style-type: none"> i. ABA/Positive Behavior Supports within the classroom 4. Behavioral Analyst contracted with district 2 days/week (to
--------------------	--

	<p>provide training & support to staff)</p> <p>5. Legal Review- Special Education Attorney</p> <p>i. Regular and Special Education Teachers</p>
Person Responsible	Robert Mehalick-Director of Special Education, Jamie Moska and Tashara Sheperis-Special Education Coordinators
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.5
# of Sessions	10
# of Participants Per Session	500
Provider	Wilkes-Barre Area School District
Provider Type	Wilkes Barre Administration, PaTTAN, JKM, Student Services
PDE Approved	Yes
Knowledge Gain	<ol style="list-style-type: none"> 1. Behavioral and ABA Supports 2. Social/Emotional Needs 3. Evidenced Based Practices for classroom management and curriculum 4. Services 5. Additional Resources
Research & Best Practices Base	<ol style="list-style-type: none"> 1. PaTTAN approved research based practices provided by PaTTAN Autism Initiative
For classroom teachers, school counselors and education specialists	<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>

	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	<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> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	Classroom observation focusing on factors such as planning and

	<p>preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>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</p>
--	---

Paraprofessional

Description	1. Para professionals will receive 20 hours training per school year as evidenced by In-service sign-in/sing-out sheets
Person Responsible	Robert Mehalick- Special Education Director, Jamie Moska and Tashara Sheperis-Special Education Coordinators
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.5
# of Sessions	8
# of Participants Per Session	80
Provider	Wilkes-Barre Area School District
Provider Type	Wilkes Barre Administration, LIU 18
PDE Approved	Yes
Knowledge Gain	<p>Fostering Communication Opportunities for Students with Complex Needs</p> <p>Roles of Paraprofessionals in all settings</p> <p>Behavioral interventions</p> <p>Data Collection</p>
Research & Best Practices Base	PaTTAN developed trainings
For classroom teachers, school counselors and education specialists	<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</p>

	<p>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> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Reading NCLB #1

Description	
--------------------	--

	<p>1. Personnel Development</p> <p>a. <i>Wilson Reading Program: teacher trainings and student reviews/evaluations</i></p> <p>b. Common Core Standards In-Services</p> <p>c. Legal Review- Special Education Attorney</p> <p>i. Regular and Special Education Teachers</p>
Person Responsible	Robert Mehalick- Special Education Director, Jamie Moska and Tashara Sheperis-Special Education Coordinators
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.5
# of Sessions	6
# of Participants Per Session	10
Provider	Wilkes-Barre Area School District
Provider Type	Wilkes Barre Administration; Wilson Trainers
PDE Approved	Yes
Knowledge Gain	<ol style="list-style-type: none"> 1. Improve student achievement 2. Providing educators with the tools to meet state requirements 3. Enhancing language and literacy skills 4. Provide parents with knowledge base of tactics to help at home for reading 5. Creating a technologically advanced classroom 6. Understanding the 5 Essential Elements of reading programs 7. Gaining an understanding of preparation and motivation for student learning 8. Utilizing cross disciplinary strategies for improving student literacy

Research & Best Practices Base	Research based curriculum
For classroom teachers, school counselors and education specialists	<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> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<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>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>

Transition

Description	<ol style="list-style-type: none"> 1. Personnel Development <ol style="list-style-type: none"> a. Legal Review- Special Education Attorney <ol style="list-style-type: none"> i. Regular and Special Education Teachers 2. Indicator 13 trainings and IEP reviews
Person Responsible	Robert Mehalick- Director of Special Education, Jamie Moska and Tashara Sheperis-Special Education Coordinators
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.5
# of Sessions	3
# of Participants Per Session	150

Provider	Wilkes-Barre Area School District
Provider Type	LIU #18, Community Based, PaTTAN
PDE Approved	Yes
Knowledge Gain	<ol style="list-style-type: none"> 1. Transition – IEPs – Legal Review 2. Information about financing college 3. Transition Coordinator/Community Agencies provided information about post-graduation school/employment opportunities 4. Services 5. Additional Resources
Research & Best Practices Base	<ul style="list-style-type: none"> • Indicator 13 best practices based on material provided from LIU #18 and PaTTAN.
For classroom teachers, school counselors and education specialists	<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> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>

	Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers
Evaluation Methods	Classroom student assessment data Participant survey Review of written reports summarizing instructional activity Portfolio

Special Education Affirmations

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

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

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

Affirmed by Joseph Caffrey on 4/28/2016

Board President

Affirmed by Bernard Prevuznak on 4/29/2016

Superintendent/Chief Executive Officer