

Wilson SD

**District Level Plan**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

2601 Grandview Blvd  
West Lawn, PA 19609-1324  
610-670-0180  
Superintendent: Richard Faidley  
Director of Special Education: Kate Long

## Planning Process

Beginning in September 2015, a committee of various district community stakeholders met to start our deliberations for the purpose of creating the district's new comprehensive plan. The committee was represented by administration, faculty, education specialists, school board members, students, community members, and parents.

The committee met several times from September 2015 through September 2016. The first few meetings were whole committee in order to identify process; review data; identify district accomplishments and concerns; determine goals; and set timeline for action plan work. The second half of our work involved dividing the goals for development/refinement of the strategies and action plans. Smaller groups met to review the current information relevant to a specific goal, and to establish action steps to bring back to the larger committee for approval to be included on the comprehensive plan.

In addition to the whole committee and smaller, additional work was done with teachers, department leaders, and administrators to establish needs assessment data and get feedback to guide the committee's direction.

The whole committee last met in September 2016 to review the final recommendations of the subcommittee work and to provide feedback and input on the final strategies and action plans.

## Mission Statement

The Wilson School District in Partnership with Families and Community is committed to:

Empowering our students to create their own future.

## Vision Statement

As partners in the education of our students, the Wilson School District strives to encourage student success with the goal of assisting in the development of graduates that have the ability to demonstrate

resilience, perseverance, and thoughtfulness when facing challenges; own their learning as they work toward their goals; and communicate with clarity and act with integrity.

We do this by striving to create a fiscally attentive, collaborative, enriching, and safe learning environment where students are challenged and engaged in a rigorous curriculum utilizing innovative technology and data-driven instruction.

- **Professional Collaboration** in order to share expertise and improve upon our educational portfolio.
- **Data-driven** in order to understand our strengths and adjust our weaknesses.
- **Standards-based** in order to guarantee that our curriculum is aligned to national, state and local standards of achievement.
- **Rigorous** in our approach to teaching and learning in order to ensure success for all learners.
- **Safe learning environment** in order to ensure our students are learning to their potential.

Wilson's administration and staff take the vision statement and distill it further into six "planks". We all develop professional goals to reach in a school year that are linked directly one of these six planks.

These planks help us gauge the ways that we as a professional staff accomplish our district's mission and attain our district's vision.

1. Improve upon and expand Wilson's portfolio to advance student success.
2. Increase organizational agility and capacity for all students and employees.
3. Grow Wilson regionally and nationally as a result of staff and student success.
4. Artfully develop and use infrastructure for all stakeholders.
5. Create a flatter organizational structure for stakeholder collaboration and relationship building.
6. Control for fiscal accountability throughout the District.

## Shared Values

### Core Values

- We believe that every child can learn.

- We believe that a standards-based curriculum is essential to the development of a uniform knowledge base.
- We believe in a philosophy of continuous improvement.
- We believe in a strong home and school partnership.
- Our educational activities and everyday interactions are enriched by our acceptance of one another, and, as members of the Wilson community, we believe we learn from each other in an atmosphere of positive engagement and mutual respect.
- We believe the role of the Board of Education is to support the District's strategic plan while being fiscally responsive to the community.
- We believe in a decision-making process that is student-centered, collaborative, data driven and research based.
- We believe that stakeholders must have access to a safe environment.
- We believe in a philosophy of discipline that is developmentally appropriate, reflective and restorative.
- We believe technology enhances the educational program, facilitates academic achievement, and supports the management of the district.
- We believe that extracurricular activities are a privilege that enhances the educational program and fosters character development.
- We believe that communication is important within the organization and outside to our community.
- We believe that all members of the Wilson community are stakeholders of the District's mission and vision.
- We believe in assisting in the character development of our students and faculty with the intention of producing citizens of character.

## **Educational Community**

The Wilson School District is located in West Lawn, Pennsylvania adjacent to the city of Reading. The district has over 6,031 students and 452 faculty members. Our school district serves students in five elementary schools, two middle schools, and one high school. The district services all of Spring Township, sections of Lower Heidelberg Township as well as the borough of Sinking Spring.

## 1. School, Education, and Community Description

**a. Current System:** Wilson School District, in West Lawn, PA, encompasses over 35,000 residents among four municipalities. The district provides the highest-quality education to over 6,031 students in grades K-12. Of those students, 7.4% percent are African-American and a further 15.53 % are Hispanic and 5.42% are of Asian descent. The Wilson School District covers approximately 38 square miles in suburban Reading, PA, and operates five elementary schools (K-5), two middle schools (6-8), and one district high school (9-12).

Wilson High School has produced 86 graduating classes since it was formed in 1929. The district itself was established 25 years later, in 1954, when Wilson High School joined with Sinking Spring High School. Wilson's reputation is built upon the academic success that its students achieve year after year, consistently scoring at or above national averages on SATs and PSSAs. The district also offers 23 Advanced Placement courses in Art History, Biology, Calculus AB, Calculus BC, Chemistry, Chinese & Culture, Computer Science, English Language & Composition, English Literature & Composition, Environmental Science, European History, Government & Politics, Microeconomics, Music Theory, Physics E&M and Mechanics, Psychology, Research, Seminar, Statistics, Studio Art, U.S. History and World History.

The faculty at Wilson is a seasoned and experienced group. All totaled, the district's 452 teachers have 4,936 collective years of educational experience. The average educator has 11.00 years of experience and either possesses or is actively pursuing a Master's degree.

**b. Philosophy:** The importance that the district places on cooperation with our families and community is stressed in its deceptively simple Wilson School District Mission Statement. The Wilson School District believes in empowering our students to create their own future.

The Wilson High School students have a mission statement of their own, reflecting the qualities that they value: *We, the students of Wilson High School, recognize that each of us is a unique individual, and, as such, we will treat one another with respect and dignity. We invite each teacher to recognize our unique gifts and abilities, treating us with respect so that we may grow in a successful learning environment. We invite our parents to guide us and help us grow to be diligent, capable young adults.*

**c. Community:** Wilson School District is comprised of four municipalities namely Lower Heidelberg Township, Spring Township, West Lawn Borough, and Sinking Spring Borough. These municipalities are largely suburban, while Lower Heidelberg Township does contain some rural areas. The growth of our community in the past 20 years has been tremendous and Wilson has succeeded in maintaining a high level of education for each of its students.

The Wilson School District is comprised of five kindergarten through fifth grade schools: Cornwall Terrace, Green Valley, Shiloh Hills, Spring Ridge, and Whitfield; two sixth through eighth grade middle schools: Southern Middle School and West Middle School; and one ninth through twelfth

senior high school (Wilson). In addition the district has a central administration department, food services department, and technology department which are located at the east wing of the high school building. Along with the main campus the district has separate operations and transportation centers.

**Administration:**

The central administrative team offices are located in the east wing of the high school building which is located at 2601 Grandview Boulevard in West Lawn. The Board of Director meetings are held in the staff development room on the first and third Mondays of each month at 7:00 PM unless otherwise noted.

The Wilson School District Administrative Team consists of the following personnel:

Superintendent of Schools: Mr. Curtis Baker

Assistant Superintendent of Schools: Dr. Cynthia Mierzejewski

Director of Curriculum, Instruction, and Staff Development: Dr. Amy Flannery

Director of Public Information: Ms. Kristin Kramer

Director of Human Resources: Mrs. Lori Lillis

Director of Extra-Curricular Activities: Mr. Drew Kauffman

Director of Finance and Support Services: Mrs. Christine Schlosman

Director of Plant Management: Mr. Kyle Zeiber

Director of Pupil Services: Dr. Kate Long

Director of Child Care: Mr. Steven Good

Supervisor of Food Services: Mrs. Peggy Umbenhauer

Transportation Director: Ms. Alline Smith

Language Arts Supervisor: Mrs. Veronica Andes

Science Supervisor: Mr. Michael Dillon

Elementary/MS Supervisor of Special Education: Mrs. Dawn Harris

High School/MS Supervisor of Special Education: Mrs. Holly Lorchak

Wilson Virtual Academy Coordinator: Mrs. Deborah Chestnut

Instructional Technology Integration Coach K-12: Mr. Chris McCaffrey

High School Principal: Mr. Chris Trickett

High School Assistant Principal & Social Studies Supervisor: Mr. Matthew Bender

High School Assistant Principal: Mr. Jeffrey Ebert

High School Assistant Principal: Mr. Dean Damiani

High School Assistant Principal: Ms. Kelley Romyn

Southern Middle School Principal: Dr. Stephen Burnham

Southern Middle School Assistant Principal: Mrs. Kelly Shewmake

West Middle School Principal: Mr. Kyle Wetherhold

West Middle School Assistant Principal: Mr. Jon Stengar

Cornwall Terrace Elementary Principal: Mrs. Beth Yeiser

Green Valley Elementary Principal: Mrs. Laura Morgan

Shiloh Hills Elementary Principal: Dr. Matthew Flannery

Spring Ridge Elementary Principal: Mrs. Dawn Hart

Whitfield Elementary Principal: Dr. Krista Antonis

### **Faculty and Staff**

The Wilson School District employs 452 professional staff, 43 administrative staff and 580 part-time and full-time support staff.

### **Planning Committee**

<b>Name</b>	<b>Role</b>
Veronica Andes	Administrator : Professional Education
Jeffrey Ebert	Administrator : Professional Education

Amy Flannery	Administrator : Professional Education
Matthew Flannery	Administrator : Professional Education
Dawn Harris	Administrator : Special Education
Holly Lorchak	Administrator : Special Education
Cynthia Mierzejewski	Administrator : Professional Education Special Education
Thomas (Rudy) Ruth	Administrator : Professional Education Special Education
Carol Reid	Board Member : Professional Education
Stephen Burnham	Building Principal : Professional Education
Kyle Wetherhold	Building Principal : Professional Education
Guy Templin	Business Representative : Professional Education
Matthew Wolf	Business Representative : Professional Education
Steven Chmielewski	Community Representative : Professional Education
George Fiore	Community Representative : Professional Education
Ann Tamaccio	Ed Specialist - School Nurse : Professional Education
Brandie Arnold	Ed Specialist - School Psychologist : Professional Education
Matthew Derr	Elementary School Teacher - Regular Education : Professional Education
Lori Kline	Elementary School Teacher - Regular Education : Professional Education
Michael Votodian	Elementary School Teacher - Regular Education : Professional Education
Dean Damiani	High School Teacher - Regular Education : Professional Education
Deanna Schmidt	High School Teacher - Regular Education : Professional Education
Tammy Hahn	Middle School Teacher - Regular Education : Professional Education
Rick Lapi	Middle School Teacher - Regular Education : Professional Education
Dawn Hart	Parent : Special Education
Sherry Kutz	Parent : Professional Education
Lori Mahon	Parent : Professional Education
Susan Wojciechowski	Parent : Professional Education
Skylar Burnham	Student



Cameron Cavanaugh	Student
Lindsay Chai	Student
Colin Lynch	Student
Chris Russo	Student
Dana Schultz	Student
Sashank Sridhar	Student
Amanda Tony	Student
Kate Long	Student Services Director/Specialist : Professional Education Special Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Non Existent	Not answered
Civics and Government	Needs Improvement	Needs Improvement
PA Core Standards: English Language Arts	Needs Improvement	Needs Improvement
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
PA Core Standards: Mathematics	Developing	Developing
Economics	Non Existent	Non Existent
Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Developing	Developing
History	Needs Improvement	Needs Improvement
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler→Second Grade	Non Existent	Non Existent
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Non Existent	Non Existent
School Climate	Needs Improvement	Needs Improvement

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

Each of the areas identified as "Needs Improvement" or "Non-existent" represent areas that will drive our goals and action steps in this comprehensive plan.

#### Elementary Education-Intermediate Level

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

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

Each of the areas identified as "Needs Improvement" or "Non-existent" represent areas that will drive our goals and action steps in this comprehensive plan.

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

*This narrative is empty.*

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Developing	Developing
Interpersonal Skills	Not answered	Not answered
School Climate	Developing	Developing

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

*This narrative is empty.*

## ***Adaptations***

### **Elementary Education-Primary Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Elementary Education-Intermediate Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

Explanation for any standards checked:

*This narrative is empty.*

## **Curriculum**

### ***Planned Instruction***

#### **Elementary Education-Primary Level**

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

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

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

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

*This narrative is empty.*

#### **Middle Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional	Developing

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

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

*This narrative is empty.*

### High School Level

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

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

*This narrative is empty.*

### *Modification and Accommodations*

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

*This narrative is empty.*

### Instruction

## *Instructional Strategies*

### *Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Peer evaluation/coaching

### *Unchecked Answers*

- Annual Instructional evaluations
- Instructional Coaching

### *Regular Lesson Plan Review*

#### *Checked Answers*

- Administrators
- Department Supervisors

#### *Unchecked Answers*

- Building Supervisors
- Instructional Coaches
- Not Reviewed

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

The district incorporates a varied approach in strategies used to ensure standards aliigned instruction and consistency. From a monitoring perspective our differentiated supervision model provides for peer collaboration and review as well as a process of both formal and informal observations completed by department supervisors, building principals, and district administration. Additionally, the use of common assessments provides for consistency across our classrooms at the sceondary level.

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

*This narrative is empty.*

## *Responsiveness to Student Needs*

### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered



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

*This narrative is empty.*

### Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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

*This narrative is empty.*

### Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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

*This narrative is empty.*

### High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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

*This narrative is empty.*

### Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Recruitment of teachers in February/March with attendance at college-sponsored and community job fairs in the eastern part of the state. Wilson SD also operated its own job fair in the spring of 2016 that had high participation and the district plans on holding a job fair on an ongoing basis. The district also advertises in the statewide PAREAP system to be able to address applicants both in and out of state. For areas where there are not many eligible candidates, administrators contact colleges and universities for recommendations on top candidates. Wilson SD implements a multi-level interview process that includes interview responses, written responses, and lesson reflection in order to identify the most effective and highly qualified teachers. In identifying the successful candidates, the interview team focuses on the qualities of the teachers that enable them to differentiate the instruction and content of those students who have the greatest needs.

## Assessments

### *Local Graduation Requirements*

<b>Course Completion</b>	<b>SY 18/19</b>	<b>SY 19/20</b>	<b>SY 20/21</b>
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

### *Graduation Requirement Specifics*

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated

Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

*Unchecked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
  - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
  - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

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

### *Local Assessments*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities	X	X	X		X	
Career Education and Work		X	X	X	X	X
Civics and Government		X				
PA Core Standards: English Language Arts		X		X	X	X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X				
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X			X	
Geography		X				
Health, Safety and Physical Education	X	X	X			
History		X				
Science and Technology and Engineering Education		X				X
World Language		X				

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Curriculum Unit Assessments	X	X	X	X
Keystone Exams			X	X
Advanced Placement Exams				X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
4-sight	X	X	X	
Quarterly Common Assessments			X	X

Classroom Diagnostic Tests			X	X
Study Island		X	X	X
AIMSWEB	X			

### Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstrations, projects, presentations	X	X	X	X
Teacher developed assessments	X	X	X	X
Quizzes and class assignments	X	X	X	X
Progress monitoring	X	X	X	X
Experiments	X	X	X	X
Works of Art	X	X	X	X
Written work	X	X	X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tests			X	X

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed in a number of different forums which may include grade level, specific curriculum content committees, or administrator and supervisor led review.

### *Development and Validation of Local Assessments*

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

*This narrative is empty.*

### *Collection and Dissemination*

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

District and building student data systems are available for district and building administrators as well as professional staff. Both internal data systems such as Skyward or Performance Tracker provide us ability to progress monitor students through the year and over time. External data systems such as those found on eMetric and PVAAS provide additional data on our students that can be used in our assessment and planning.

### *Data Informed Instruction*

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

The information from the various assessments play a role in how we assign schedules, teachers, and classes for students. Throughout the year, the data provides us information on how to adjust our instruction and how to provide intervention or enrichment if necessary.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

*This narrative is empty.*

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

*This narrative is empty.*

### ***Distribution of Summative Assessment Results***

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings				
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

*This narrative is empty.*

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

*This narrative is empty.*

## **Safe and Supportive Schools**

### ***Assisting Struggling Schools***

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

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

We continue to do we as a district and in our school based upon the committment our district has to our community and the students for excellence in education. This drives our work to ensure that our schools are always performing to their best despite any demographic or external challenges may exist.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Even though our School Resource Officer is housed in the High School, he does serve all of our district's schools.

### *Screening, Evaluating and Programming for Gifted Students*

**Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

1. The school district follows the child find procedures described by the State for the identification of gifted children. Public notice of the District's responsibility to locate and assessment potential gifted students is described on the District's web site on the Special Education web page. Teachers and parents can recommend that a child be assessed for giftedness. Data teams may also use various measures to screen students for giftedness. These measures may include Foresight data, grades, cumulative reading, math and writing assessments, and teacher and parent observational data.

Should there be an indication of potential giftedness; the parents will be asked for permission to complete a multidisciplinary evaluation for giftedness. The school psychologist completes a full scale standardized intelligence test and achievement test.

Checklists are given to parents and teachers to document a student's rate of acquisition and retention. Teachers and parents are also asked about a child's specialized interests and skills, and any intervening factors are documented as part of the process. The school psychologist uses these multiple factors to determine if the child should be identified as gifted. At the conclusion of the evaluation the school psychologists will



consider multiple criteria to classify a child as in need of gifted support services.

2. A team of six teachers working in concert with regular education teachers support the needs of our gifted learners. We use of combination of differentiation in regular education classes and within the curriculum, the use of flexible grouping, dedicated time in specific blocks or in a gifted support room with like identified peers, and opportunities for acceleration to program for students. Individual student goals are developed within the Gifted Individualized Education Plan (GIEP). The GIEP is reviewed annually with a team consisting of teachers, parents, and the student if age appropriate.

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

Teachers work in data teams to discuss the progress of each child. When a child may be in need of specially designed instruction or is thought to be gifted, teachers or other staff members can generate a referral. The referral is processed through the special education department. The parent will receive a permission to evaluate. Once signed, a school psychologist completes an evaluation within 60 days.

A parent may also request a referral to start the evaluation process.

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

School Psychologist perform a multidisciplinary evaluation to examine a child's needs and abilities. Based on this evaluation which includes, parent input as well as input from the child's teachers, the school psychologist will determine if a child is in need of gifted services. While IQ score is examined, the Wilson School District uses multiple criteria, other than IQ score, these other factors may include but are not limited to: Achievement, Rate of Acquisition/Retention, Demonstrated Achievement, Early Skill Development and Intervening Factors Masking Giftedness.

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

Wilson School District meets the needs of our gifted learners through a variety of programs and services. The programs and services are administered by teachers of the gifted as well as regular education teachers and special area certifications. These include, but are not limited to:

1. Compacted Curriculum
2. Grade Level Acceleration
3. Subject Level Acceleration
4. Gifted Seminars
5. In-Class Enrichment

6. Parallel Curriculum that includes enrichment
7. Online course options
8. Honors Internship Opportunities
9. Gifted Learners Groups

### *Developmental Services*

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

Explanation of developmental services:

*This narrative is empty.*

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework				
Crisis Response/Management/Intervention	X	X	X	X

Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### ***Consultation and Coordination Services***

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X
Drug and Alcohol Assessment by Caron Foundation			X	X
Health Treatment Assistance	X	X	X	X

Explanation of consultation and coordination services:

*This narrative is empty.*

### ***Communication of Educational Opportunities***

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X

Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

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

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- More than once a month

#### **Elementary Education - Intermediate Level**

- More than once a month

#### **Middle Level**

- More than once a month

#### **High School Level**

- More than once a month

### *Collaboration for Interventions*

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

Intervention specialists can be part of data team meetings where the results of interventions are brought back to the team and communicated to teachers. Additionally, school counselors play a pivotal role in serving as a communicator among the various educators and specialists working in intervention with a child.

### *Community Coordination*

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

We provide a before and after school child care program in each of our elementary schools. For our secondary students, after-school tutoring opportunities exist with our staff for students to get additional assistance. An area for improvement would be how we could engage our other community groups to provide support programs.

### *Preschool Agency Coordination*

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Our district works with the Intermediate Unit that provides early intervention to our pre-K students with disabilities. Prior to the student entering our Kindergarten program, our district in conjunction with the IU and families begin transition processes in the Winter season prior to the start of the child's first school year. Our district runs its own preschool program and hereto there is coordination between the district and the preschool program to ensure that the appropriate pre-K program is occurring.

### **Materials and Resources**

## Description of Materials and Resources

### Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The alignment and accessibility is addressed during each curriculum review cycle. As the content area at each level is addressed the the curriculum writing process, these factors will be included and ensured.

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The alignment and accessibility is addressed during each curriculum review cycle. As the content area at each level is addressed the the curriculum writing process, these factors will be included and ensured.

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

*This narrative is empty.*

### Middle Level

Material and Resources Characteristics	Status
--	--------

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

Provide explanation for processes used to ensure Accomplishment.

The alignment and accessibility is addressed during each curriculum review cycle. As the content area at each level is addressed the the curriculum writing process, these factors will be included and ensured.

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

*This narrative is empty.*

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The alignment and accessibility is addressed during each curriculum review cycle. As the content area at each level is addressed the the curriculum writing process, these factors will be included and ensured.

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

*This narrative is empty.*

### SAS Incorporation

#### Elementary Education-Primary Level

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

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



	50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district

	classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### **Middle Level**

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

	district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

**High School Level**

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

Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### ***Early Warning System***

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

*Not answered*

### **Professional Education**

### Characteristics

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

District's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

Our district and building level administrators work with teacher leaders to provide a number of professional development offerings to ensure the above characteristics are met. This is done through full and half day in-service programs, team and faculty meetings, and our differentiated supervision model.

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

*This narrative is empty.*

### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
The LEA has conducted the required training on:
7/27/2015 training is done by individuals using the online training through "Knowledge for Solutions"
8/29/2016 training is done by individuals using the online training through "Knowledge for Solutions"
The LEA plans to conduct the required training on approximately:
8/28/2017 training is done by individuals using the online training through "Knowledge for Solutions"
8/27/2018 training is done by individuals using the online training through "Knowledge for Solutions"
8/28/2019 training is done by individuals using the online training through "Knowledge for Solutions"

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

<b>Questions</b>
The LEA plans to conduct the training on approximately:
8/23/2017 Various opportunities throughout the year
5/30/2018 Various opportunities throughout the year

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

<b>Questions</b>
The LEA plans to conduct the training on approximately:
8/23/2017 Various opportunities throughout the year
5/30/2018 Various opportunities throughout the year

### ***Strategies Ensuring Fidelity***

#### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.



- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

*Unchecked answers*

*None.*

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

The various members of the district instructional leadership team ensure that the above characteristics are met in planning, delivering, and monitoring effective professional development. The professional development programs provided address individual teacher needs, school wide needs, and districtwide needs based upon an annual assessment of our student achievement data portfolio. This work is done in the beginning of each school year and is adapted as the year progresses based on a measured need to provide professional development at a given time.

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

*This narrative is empty.*

## ***Induction Program***

*Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers*

*None.*

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

Our district employs a comprehensive three year induction program complete with district and building level efforts as well as a mentoring program.

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

*This narrative is empty.*

### ***Needs of Inductees***

*Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

*Unchecked answers*

*None.*

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

These tools are all part of our three year induction program.

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

*This narrative is empty.*

### ***Mentor Characteristics***

*Checked answers*

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

*Unchecked answers*

*None.*

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

We have selected a pool of mentors that serve in the role for more than one year and receive district level training.

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

*This narrative is empty.*

### ***Induction Program Timeline***

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	X
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X	X	X	X	X
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

*This narrative is empty.*

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

We annually collect observation data from our principals, perception survey data from our new teachers, and review and update our program throughout the year.

### ***Recording Process***

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

*None.*

## Special Education

### *Special Education Students*

Total students identified: **975**

### *Identification Method*

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

The District uses the IQ achievement discrepancy model for identifying students with learning disabilities. The Discrepancy model is a process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by PA Guidelines as a severe discrepancy between intellectual ability and achievement, or relative to age or grade. At the elementary level, the District utilizes an RTII Model to support all students, and to provide educational scaffolding prior to Special Education identification. The RTII Team may recommend that a student be referred for psychoeducational testing in order to determine if a learning disability exists and if the student's needs would best be met through an IEP. Additionally, students may be tested for Special Education services at the request of a parent, teacher, or staff member. We employ processes that ensure faculty and staff members can refer any student for screening and testing through dialogue and forms to be utilized between the Special Education Department and through grade level team meetings.

### *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>

Currently our autistic population is approximately 16.6% which is above the state average of 9.9%. This discrepancy can be associated with our strong autistic support programs within the school district. One of the specific programs utilized is the Verbal Behavior Methodology which is research based and supported through the Autism Initiative. Due to our strong programs it has been found that families are specifically moving within the

district in order to receive these specialized services.

Currently our Other Health Impairment population is approximately 18.9%, which is above the state average of 13.2%. This discrepancy can be associated with an increase in the number of students who received medical diagnoses from health practitioners in the community. When we receive a medical diagnosis from a practitioner, it triggers our teams to consider evaluation or reevaluation for a student. Our District works to serve students with varied needs through differentiated instruction, leveled supports, Chapter 15 Service Agreements and IEP's.

### *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. Students that are placed in a group home or foster home within the district and have an IEP are monitored by case managers and supervisors of special education. Parents or guardian with educational rights are updated on progress and part of IEP meetings. Students without a parent are given surrogates.
2. The school district utilize the the same processes application of FAPE for 1306 students that it uses with resident students. Students that may become incarcerated are monitored by the Out of District Placement Coordinator.
3. It is difficult to communicate and secure the proper funding from other school districts due to other the school district of residence enrollment procedures. It can be time consuming and challenging to locate the appropriate individual that hold the educational rights for a child.

### *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 district works with the other LEAs in issues of billing, supplying appropriate documentation, and coordinating transitions through the Out of District Coordinator. The Out of District Coordinator ensures that students who are incarcerated and may be eligible are identified, evaluated, and offered FAPE. The same district processes and applications are used with these students as with other students.

### *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. The District has established 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 when education in that setting with supplementary aids and services, cannot be achieved satisfactorily through a multi-level support plan. The IEP process drives decision-making regarding these plans. Students are placed in classes with their peers, utilizing supplementary aides and services as the primary level of support when appropriate. Students who exhibit needs greater than what can be reasonably addressed in a general education classroom may receive instruction in a co-taught classroom, in which the general education content teacher and the special education teacher provide differentiated instruction to meet the students needs. Finally, students requiring a greater level of support may be instructed in a special education environment for any areas in which they have a significant need.

2. The District has successfully implemented evidence-based models and other PDE sponsored initiatives in an effort to enhance and expand the continuation of supports/services and education placement options available within the District. The District has expanded our Autistic Support programming to include the Verbal Behavior Methodology which is research based and supported through the Autism Initiative. Additionally, the District staff are encouraged to attend training sessions through PaTTAN and the local IU. The Instructional Assistants who work with the student population also complete 20 hours of additional training per year in order to successfully assist students in meeting their learning goals. Site-based trainings are scheduled regularly so that curriculum training and monitoring occurs and that teachers feel comfortable using evidenced-based models in presenting curriculum. The local IU consults with teachers for evaluations and support involving assistive technology, audiolocigal services, visual services, and behavioral support. Several teachers in the District have been trained in either the Orton-Gillingham method or Wilson Reading Systems in order to better support our students with specific reading disabilities.

3. USDE and PDE have issued a waiver which allows for a one-year pause in the use of

the state's School Performance Profile (SPP). The District currently has 32 students placed out of district. The number of students placed out of district and how those placements are determined in order to assure that LRE requirements are met is based upon the recommendations of the student's general education teachers, the IEP Team, and the District Administration. All efforts are made to provide appropriate educational opportunities for students within the District and students are not placed out of district until all reasonable options have been attempted within the District to provide for the specific needs of the student. If a student is placed out of district, the Out of District Coordinator works closely with the school in which the student has been placed to assure that LRE requirements are met and that the IEP is addressing the student's needs. Additionally, the Out of District Coordinator meets with the placement school several times throughout the year in order to determine if the placement is still appropriate.

### *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 District employs its own Board Certified Behavior Analyst as a K-12 Behavior Specialist. The District also employs its own Board Certified Behavior Analyst as a Verbal Behavior Coach. The staff is provided with a variety of trainings that emphasize de-escalation techniques. The training is for personnel that interacts with students with IEPs and can include administrators, teachers, and instructional assistants. In addition to the trainings, the district employs home-school visitors and behavior specialists. The District has had several staff members trained as Safety Care trainers so that we can facilitate our own training and recertification sessions on campus. Schools employ systems of positive supports ranging from the "Bulldogs don't Bully" in the elementary and middle schools to restorative practices at the high school level. Additionally, the District utilizes a social worker, a SAP coordinator, and a mental health counseling agency to provide supports for students regarding behavioral and mental health concerns.

### *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.

1. The LEA utilizes various educational placements to ensure FAPE. In order to ensure FAPE, the IEP teams and case managers progress monitor, meet with the IEP team, and perform evaluations as necessary. The district also employs an out of district coordinator that was a special education teacher. This coordinator is responsible to communicate with the IEP team about placements that will best meet a child's needs. As new resources come available, the coordinator investigates each program. Services such as Physical Therapy, Occupational Therapy, and Speech Therapy are offered by both district employees and contracted services.

2. We have a variety of specialized programs including Autistic Support, Emotional Support, Multiple Disabilities Support, and Life Skills Support. We are participants in the Autism project through PaTTAN. The district pays for transportation and tuition of students who the IEP team has determined to be best served in an out of district placement. The coordinator for out of district placements monitors these students regularly through on site visitations.

3. The Autistic Support program is growing and will include additional teachers at the elementary, middle, and high school. We have added our own Teacher of the Visually Impaired. We have added additional Speech/Language therapists and additional Occupational therapists. The District conducts yearly reviews of its students' needs and makes determinations regarding what services are needed for FAPE.

### *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 District is pleased to have the community and parental support necessary to continually strive for excellence within our Special Education programming in an effort to meet the diverse student needs of our population. The District provides support K-12 for students needing Autistic Support, Multiple Disabilities Support, Life Skills Support, Emotional Support, Speech/Language Support, Blind and Visually Impaired Support, Deaf and Hearing Support, and Learning Support. Because we offer a full continuum of services on campus, we are able to provide for the needs of the majority of the students, within our district, in the neighborhood school. At all levels, we encourage inclusiveness and instructional delivery within the Least Restrictive Environment to the maximum extent possible, while additionally offering a full array of supplemental and replacement instruction as needed for students in the special education classrooms. Because of the expansive array of services offered, the District accepts tuition students from other school districts in Berks County in order to serve the greater needs in the area. Additionally, the District provides Related Services support, such as Social Skills Instruction, Speech & Language Instruction, Occupational Therapy, Physical Therapy, counseling

services, Nursing services, and Behavioral Support through employees of the District. During the 2015-2016 school year, the District added their own Teacher of the Visually Impaired as a position maintained by the District. The District currently has students who utilize Braille and is looking forward to extending the opportunity for Brailled instruction to tuition students in the county.

At the secondary level, we have the benefit of having a Transition Coordinator on our staff, as well. The Transition Coordinator is able to consult with teachers regarding the implementation of Indicator 13 requirements, as well as providing direct support to students regarding the plethora of options available to them upon graduation. The Transition Coordinator works closely with the local Career and Technology Center in order to monitor student progress in achieving employment transition goals; he works with state and federal agencies, such as OVR, in order to assist students with applications for work co-ops, on the job training, and acceptance into post-secondary education programs. Finally, he works with families to assist in the transitional skills needed for successful independent living. The District also employs a Job Coach who works with students as they develop skills necessary to transition to the workforce.

We are also fortunate in having an Out of District Coordinator employed by the District. The Out of District Coordinator is able to directly supervise programming for students who have needs greater than what the District can provide for within the neighborhood school. The Out of District Coordinator attends all meetings for students placed in alternative educational settings to ensure that the best programming is always delivered. The Out of District Coordinator has the ability to address all facets of the student's programming from transportation to progress monitoring and facilitate resolution to any areas of concern in a timely manner. He monitors student progress, and develops a plan to transition the student back to the homeschool in a manner that allows for continued student success.

The District is in its third year of hosting its own Wilson Games, the Wilson School District equivalent of the Special Olympics. Our students are mentored by students from the general education population, which allows for community bonding as well as the opportunity for some of our students to practice their skills in friendship development, expected and unexpected behaviors, physical fitness, and socializing. The District encourages both Special Education and General Education faculty to serve as coaches. The students within the District gain an understanding of sportsmanship, collaboration, and the value of experiencing personal achievement. Parents are encouraged to attend and help with volunteer activities. The event continues to grow each year, much to the appreciation of families and the Wilson community.

The District continues to offer its student population the opportunity to take courses through an online Virtual Academy. The Virtual Academy Coordinator is able to meet with families to develop academic programming tailored to the specific needs of the student, whether it be an additional enrichment class or a blended environment in which the student may receive Special Education instruction through a certified Special Education teacher in the neighborhood school for part of the school day and virtual courses during the remaining time. The Virtual Academy Coordinator is able to attend IEP meetings and contribute information regarding this innovative model for providing instruction through the use of

school provided technology.

The District has implemented a K-12 1:1 Google Initiative which has granted each student the opportunity to have his/her own electronic device for instruction, whether it be a Google Chromebook, a Nexus tablet, or an iPad. As a result, many accommodations traditionally considered as "assistive technology adaptations" are being utilized universally by all students in the District, not just special education students. Dictation, apps that summarize web articles, tools for magnification, text to speech functions, and many more technology-based aids are becoming universal in nature and utilized by all students in order to increase achievement, access, efficiency, and capacity.

The District provides a well-rounded ESY program, so that students are able to maintain the momentum achieved during the school year. Programming is tailored to individual student needs at the elementary and secondary levels and parental input is encouraged through on-going communication regarding the program throughout the school year. ESY determinations are made regarding individual student IEP goals and related service needs and are based on the ESY guidelines set forth by PDE. The District's ESY continuum includes on-campus and off-campus offerings, collaboration with outside agencies, and full array of services to meet all student needs.

The District has undertaken the task of creating its very own Paraprofessional Academy in order to adequately train paraprofessionals in the challenging and complex job duties expected of them. The District takes great pride in its offerings through the Academy. Over 250 hours of varied trainings are offered to paraprofessionals throughout the school year and the summer. District administrators and teaching staff serve as instructors for the Paraprofessional Academy.

Finally, the District provides on-going trainings for staff, faculty and parents in a variety of ways. Recently, the District has trained several teachers in the Wilson Reading System and Orton-Gillingham methods. Several staff members were sent for Train the Trainer training for Safety Care Intervention, and the staff now provides on-site Safety Care training for teachers, administrative staff, and paraprofessionals. The District continues to be a participant in the PDE Verbal Behavior Initiative as it looks to open its thirteenth ABA-based classroom next year. Further expansion of programming is being considered in the area of developing our own Assistive Technology Coach. Supervisors attend administrative trainings, and departmental trainings are provided for topics which apply to all faculty, such as instructional methodology, de-escalation technique trainings, or in the writing of legally defensible IEPs. Trainings are conducted by employees of the IU utilizing whole group and train the trainer models, by the administrative team, and by counsel on retainer with the District.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
River Rock Academy	Nonresident	River Rock Academy	35

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story	Other	Special Education Support	12
River Rock Academy	Other	Behavior Support	11
Kids Peace	Other	Mental Health and Behavioral Support	2
The Hogan School	Other	Autistic Support	8
NHS	Other	Autistic Support	1
The Elwyn School	Approved Private Schools	Autistic Support	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 24, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	12	0.24
Locations:				
Southern 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%)	Emotional Support	11 to 14	10	0.5
Locations:				
Southern Middle School	A Middle School	A building in which General		

	Building	Education programs are operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 14	3	0.25
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 26, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	1	0.02
Locations:				
Southern 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 14	18	0.9
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	11 to 14	1	0.08
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

### Program Position #3 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 26, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	11 to 14	1	0.02
Locations:				
Southern 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 14	18	0.9
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	11 to 14	1	0.08
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #4 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 1, 2016

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	63	1
Justification: Students with age variance are not taught at the same time in the same classroom				
Locations:				
Spring Ridge	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #5 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 26, 2016

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Life Skills	11 to 14	10	0.5



but More Than 20%)	Support			
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 14	6	0.5
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #6 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 26, 2016

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	3	0.25
Justification: Increase in staff case load				
Locations:				
Southern 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%)	Autistic Support	11 to 14	6	0.75
Justification: Increase in staff case load				
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #7 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* March 1, 2016

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	60	1

Justification: Students with age variance are not instructed in the same classroom at the same time.				
Locations:				
Shiloh Hills	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #8 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 26, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	22	0.44
Locations:				
Southern 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 14	11	0.55
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

### Program Position #9 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 26, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	5	0.1
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	18	0.9
Locations:				
West Middle School	A Middle School	A building in which General		

	Building	Education programs are operated		
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**Program Position #10 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* February 26, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Justification: itinerant case load teacher may have 50 students				
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.5
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #11 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* February 29, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	10	0.5
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 14	6	0.5
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #12 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* February 26, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	11 to 14	8	1
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* February 26, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	12	0.24
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	10	0.5
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 14	3	0.25
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #14 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class

*Implementation Date:* February 26, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	7	0.58
Justification: Increase in staff case load				
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	3	0.38
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #15 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* February 29, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	2	0.04
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	19	0.95
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #16 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* February 29, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	40	0.8
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.2
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #17 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 26, 2016

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 14	6	0.75
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	2	0.25
Locations:				
West Middle School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #18 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 24, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	14 to 21	8	1
Justification: Students are permitted to stay until 21 as per IDEA and the IEP indicates age range for students outside the PA guidelines.				
Locations:				

Wilson High School	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #19 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* February 26, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	10	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #20 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* February 26, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	20	0.4
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	8	0.4

Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 21	2	0.17
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #21 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* March 1, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	60	1
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Cornwall Terrace	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #22 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 26, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	5	0.25
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		



Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 21	11	0.73
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #23 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* March 1, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	63	1
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Whitfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #24 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 29, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	21	0.42
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	8	0.4
Justification: The students on this caseload are not instructed in the same classes with an age range greater				

than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 21	2	0.17
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #25 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 29, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	8	0.4
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	21	0.42
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 21	2	0.17
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #26 - Proposed Program

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: February 29, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 21	6	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 21	6	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #27 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: February 29, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 21	6	0.75
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson 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%)	Autistic Support	14 to 21	2	0.25
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				

Wilson High School	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #28 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* February 29, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	10	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #29 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* February 29, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	16	0.8
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson 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	Learning Support	14 to 21	2	0.17

Education Class				
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #30 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* February 29, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	21	0.42
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	8	0.4
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 21	2	0.17
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #31 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* February 29, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	4	0.2
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	40	0.8
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #32 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	5 to 11	10	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson School District	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	11 to 14	25	0.5
Locations:				
Wilson School District	A Junior High School Building	A building in which General Education programs are operated		

**Program Position #33 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* February 29, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	35	0.7
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	6	0.3
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #34 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* February 29, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	20	0.4
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	12	0.6
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #35 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* February 29, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	10	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	12	0.24
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 21	3	0.25
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #36 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* February 29, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 21	25	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				



Wilson High School	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	10	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #37 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 29, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	5	0.25
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 21	8	0.16
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #38 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* March 1, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	11 to 14	10	0.5

but More Than 20%)				
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Green Valley	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #39 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 29, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	10	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #40 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* March 1, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	25	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Cornwall Terrace	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	10	0.5
Justification: Students with age variance are not instructed in the same classroom at the same time.				
Locations:				
Cornwall Terrace	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #41 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* March 1, 2016

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	35	0.7
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #42 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* March 1, 2016

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	30	0.6
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 2 years.				
Locations:				
Wilson High School	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #43 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	12	0.6
Locations:				
Green Valley	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 11	20	0.4
Locations:				
Green Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #44 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	20	0.4
Locations:				
Green Valley	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	12	0.6
Locations:				
Green Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #45 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	1	0.08
Locations:				
Green Valley	An Elementary 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	Autistic Support	8 to 11	4	0.5
Locations:				
Green Valley	An Elementary 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	Autistic Support	8 to 11	3	0.38
Locations:				
Green Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #46 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	2	0.25
Locations:				
Green Valley	An Elementary 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	Autistic Support	5 to 8	4	0.5
Locations:				
Green Valley	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	Autistic Support	5 to 8	3	0.25
Locations:				
Green Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #47 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 1, 2016

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	25	0.5
Locations:				
Shiloh Hills 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%)	Emotional Support	5 to 8	10	0.5
Locations:				
Shiloh Hills Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #48 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 1, 2016

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	25	0.5
Locations:				
Shiloh Hills 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	5 to 8	10	0.5
Locations:				
Shiloh Hills Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #49 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 1, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	25	0.5
Locations:				
Shiloh Hills 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%)	Emotional Support	8 to 11	10	0.5
Locations:				
Shiloh Hill Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #50 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 1, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	25	0.5
Locations:				
Shiloh Hills Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	8	0.5
Locations:				
Shiloh Hills Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #51 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	15	0.3
Locations:				
Cornwall Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	4	0.2
Locations:				
Cornwall Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	15	0.3
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Spring Ridge Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	4	0.2
Locations:				
Spring Ridge Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #52 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	20	0.4
Locations:				
Cornwall Terrace 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%)	Learning Support	5 to 8	12	0.6



but More Than 20%)				
Locations:				
Cornwall Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #53 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	20	0.4
Locations:				
Cornwall Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	12	0.6
Locations:				
Cornwall terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #54 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	5	0.42
Locations:				
Cornwall Terrace Elementary	An Elementary 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	Autistic Support	5 to 8	3	0.38
Locations:				
Cornwall Terrace 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%)	Autistic Support	5 to 8	1	0.13
Locations:				
Cornwall Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #55 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 1, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	10	0.5
Locations:				
Whitfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 11	3	0.25
Locations:				
Whitfield Elementary	An Elementary 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	Multiple Disabilities Support	8 to 11	2	0.25
Locations:				
Whitfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #56 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 1, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	3	0.25
Locations:				

Whitfield Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	4	0.5
Locations:				
Whitfield Elementary	An Elementary 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	Autistic Support	5 to 8	2	0.25
Locations:				
Whitfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #57 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 1, 2016

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	5 to 8	5	0.25
Locations:				
Whitfield 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%)	Life Skills Support	5 to 8	10	0.5
Locations:				
Whitfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	3	0.25
Locations:				
Whitfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #58 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 1, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	25	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Whitfield 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	5 to 11	10	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Whitfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #59 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 1, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	2	0.25
Locations:				
Whitfield 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%)	Multiple Disabilities Support	5 to 8	6	0.75
Locations:				
Whitfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #60 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	28	0.56
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Spring Ridge 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	5 to 11	8	0.4
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Spring Ridge Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 11	2	0.04
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Spring Ridge Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #61 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	25	0.5
Locations:				
Spring Ridge Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.5
Locations:				
Spring Ridge Elementary	An Elementary	A building in which General		

	School Building	Education programs are operated		
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**Program Position #62 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	5 to 8	5	0.25
Locations:				
Spring Ridge	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	10	0.5
Locations:				
Spring Ridge Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	3	0.25
Locations:				
Spring Ridge Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #63 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	3	0.25
Locations:				
Spring Ridge 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%)	Autistic Support	5 to 8	2	0.25

but More Than 20%)				
Locations:				
Spring Ridge Elementary	An Elementary 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	Autistic Support	5 to 8	4	0.5
Locations:				
Spring Ridge Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #64 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 1, 2016

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	1	0.08
Locations:				
Spring Ridge 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%)	Autistic Support	8 to 11	5	0.62
Locations:				
Spring Ridge Elementary	An Elementary 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	Autistic Support	8 to 11	2	0.25
Justification: In order to stay within compliance for caseload numbers a new classroom was needed				
Locations:				
Spring Ridge	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #65 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 11	3	0.25
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Cornwall Terrace	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%)	Autistic Support	5 to 11	4	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Cornwall Terrace Elementary	An Elementary 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	Autistic Support	5 to 11	2	0.25
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Cornwall Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #66 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 11	7	0.58
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Whitfield 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%)	Autistic Support	5 to 11	2	0.25
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				



Locations:				
Whitfield Elementary	An Elementary 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	Autistic Support	5 to 11	1	0.13
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Whitfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #67 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 1, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	6	0.09
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Whitfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	20	0.4
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Whitfield 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	5 to 11	10	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Whitfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #68 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	5 to 11	4	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Spring Ridge Elementary	An Elementary 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	Multiple Disabilities Support	5 to 11	4	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Spring Ridge Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #69 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	50	1
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Green Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #70 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* March 1, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 11	4	0.33
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Shiloh Hills 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%)	Autistic Support	5 to 11	1	0.13
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Shiloh Hills Elementary	An Elementary 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	Autistic Support	5 to 11	4	0.5
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Shiloh Hills Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	2	0.04
Justification: The students on this caseload are not instructed in the same classes with an age range greater than 3 years.				
Locations:				
Shiloh Hills Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #71 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	35	0.6
Justification: The students on this caseload are not instructed in the same classes at the same time.				
Locations:				

Wilson High School	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #72 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 14	35	0.6
Locations:				
Wilson West Middle School / Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #73 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 14	65	1
Locations:				
Southern Middle School / Wilson West Middle School	A Junior High School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Middle School Special Education Supervisor	Southern Middle School and West Middle School	1
Instructional Assistant	Southern Middle School	0.8
Instructional Assistant	Southern Middle School	0.8
Instructional Assistant	Southern Middle School	0.8
Instructional Assistant	Southern Middle School	0.8
Instructional Assistant	Southern Middle School	0.8
Instructional Assistant	Southern Middle School	0.8
Instructional Assistant	Southern Middle School	0.75
Instructional Assistant	West Middle School	0.8
Instructional Assistant	West Middle School	0.8
Instructional Assistant	West Middle School	0.8





Instructional Assistant	Whitfield Elementary	0.8
Instructional Assistant	Whitfield Elementary	0.8
Instructional Assistant	Whitfield Elementary	0.8
Instructional Assistant	Whitfield Elementary	0.8
Instructional Assistant	Whitfield Elementary	0.8
Instructional Assistant	Whitfield Elementary	0.8
Instructional Assistant	Whitfield Elementary	0.8
Instructional Assistant	Whitfield Elementary	0.8
School Psychologist	Wilson High School	1
School Psychologist	Wilson High School	1
Social Worker	West and Southern Middle School and Wilson High School	1
Instructional Assistant	Shiloh Hills Elementary	0.8
Instructional Assistant	Shiloh Hills Elementary	0.8
Instructional Assistant	Shiloh Hills Elementary	0.68
Instructional Assistant	Spring Ridge Elementary	0.8
Instructional Assistant	Spring Ridge Elementary	0.8
Instructional Assistant	Spring Ridge Elementary	0.8
Instructional Assistant	Spring Ridge Elementary	0.8
Instructional Assistant	Spring Ridge Elementary	0.8
Instructional Assistant	Spring Ridge Elementary	0.8
Instructional Assistant	Spring Ridge Elementary	0.8
Instructional Assistant	Spring Ridge Elementary	0.8
Instructional Assistant	Spring Ridge Elementary	0.8
Instructional Assistant	Spring Ridge Elementary	0.8
Instructional Assistant	Spring Ridge Elementary	0.68
Instructional Assistant	Whitfield Elementary	0.75
Instructional Assistant	Whitfield Elementary	0.41
Instructional Assistant	Whitfield Elementary	0.8
Instructional Assistant	Whitfield Elementary	0.68
Instructional Assistant	West Middle School	0.75
Instructional Assistant	Wilson High School	0.8
Instructional Assistant	Wilson High School	0.8
Instructional Assistant	Wilson High School	0.8
Instructional Assistant	Wilson High School	0.8
Instructional Assistant	Wilson High School	0.8
Elementary Special Education Supervisor	Elementary	1
Administration Director of Pupil Services	Administration	1
Elementary Administrative Assistant	Elementary	1

West Middle School Administrative Assistant	West Middle School	0.74
Southern Middle School Administrative Assistant	Southern Middle School	1
Wilson High School Administrative Assistant	Wilson High School	1
Administration Administrative Assistant	Administration	1
School Psychologist	Southern and West Middle School	1
School Psychologist	Elementary	1
School Psychologist	Elementary	1
School Psychologist	Elementary	1
Out of District Coordinator	District	1
Transition Coordinator	Wilson High School	1
Behavior Specialist	District	1
Behavior Specialist	Elementary	1
Occupational Therapist	Whitfield Elementary Center	1
Occupational Therapist	Green Valley and Spring Ridge Elementary Centers	1
Occupational Therapist	Shiloh Hills and Cornwall Terrace Elementary Centers	1
Social Skills Instructor	Elementary Centers (Shiloh Hills, Whitfield, Cornwall Terrace, Spring Ridge, Green Valley)	0.67
School Psychologist	Elementary Centers (Shiloh Hills, Whitfield, Cornwall Terrace, Spring Ridge, Green Valley)	0.33
Social Worker/SAP Coordinator	West and Southern Middle Schools and Wilson High School	1
Guidance Counselor	Shiloh Hills Elementary	1
Guidance Counselor	Cornwall Terrace Elementary	1
Guidance Counselor	Whitfield Elementary	1
Guidance Counselor	Spring Ridge Elementary	1
Guidance Counselor	Green Valley Elementary	1
Guidance Counselor-A-L	West Middle School	1
Guidance Counselor M-Z	West Middle School	1
Guidance Counselor-A-L	Southern Middle School	1
Guidance Counselor M-Z	Southern Middle School	1
Guidance Counselor 9th	Wilson High School	1
Guidance Counselor 10th	Wilson High School	1
Guidance Counselor-A-L 11th	Wilson High School	1
Guidance Counselor M-Z 11th	Wilson High School	1
Guidance Counselor-A-L 12th	Wilson High School	1
Guidance Counselor M-Z 12th	Wilson High School	1



## Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
Certified Occupational Therapy Assistant	Outside Contractor	5.75 Hours
Physical Therapist	Outside Contractor	37.5 Hours
Deaf and Hearing Impaired Support	Intermediate Unit	3 Hours
Mobility Therapist	Intermediate Unit	8.5 Hours
Speech/Language Therapist	Outside Contractor	29 Hours
Certified Occupational Therapy Assistant	Outside Contractor	7.75 Hours
Sign Language Interpreter	Intermediate Unit	32.5 Hours
Orton Gillingham Teacher	Outside Contractor	12.5 Hours
Speech Language Therapist	Outside Contractor	12 Hours

# Needs Assessment

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## Record School Patterns

**Question:**

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

**Answer:**

This question has not been answered.

## District Accomplishments

**Accomplishment #1:**

Overall student achievement for PSSA in both ELA and Math is well above state average.

**Accomplishment #2:**

PSSA Math - prior to 2015, schools demonstrated student achievement at close to 90% proficiency (decreases in scores in 2015 with changes to assessment)

**Accomplishment #3:**

PSSA ELA - Consistent patterns of high achievement for overall student group with only small decreases with change in standardized assessment

**Accomplishment #4:**

High School - strong PVAAS growth indicators for Keystone Exams in all content areas

**Accomplishment #5:**

High School - increase in the number of student participating in AP courses and increase in number of students scoring 3 or better on the AP Exams

## District Concerns

### Concern #1:

Achievement gaps and disproportionate decreases in 2015 and 2016 achievement for subgroups, especially Hispanic in ESL; ED in Math; Black in Math; and IEP students in ELA and Math

### Concern #2:

PSSA Math - Substantial decreases in many grade levels with changes in assessment

### Concern #3:

PSSA Math - Patterns of decreases from 6th grade to 7th grade to 8th grade

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

### Aligned Concerns:

Achievement gaps and disproportionate decreases in 2015 and 2016 achievement for subgroups, especially Hispanic in ESL; ED in Math; Black in Math; and IEP students in ELA and Math

PSSA Math - Substantial decreases in many grade levels with changes in assessment

PSSA Math - Patterns of decreases from 6th grade to 7th grade to 8th grade

**Systemic Challenge #2** (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

### Aligned Concerns:

Achievement gaps and disproportionate decreases in 2015 and 2016 achievement for subgroups, especially Hispanic in ESL; ED in Math; Black in Math; and IEP students in ELA and Math

PSSA Math - Substantial decreases in many grade levels with changes in assessment

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PSSA Math - Patterns of decreases from 6th grade to 7th grade to 8th grade

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

**Aligned Concerns:**

Achievement gaps and disproportionate decreases in 2015 and 2016 achievement for subgroups, especially Hispanic in ESL; ED in Math; Black in Math; and IEP students in ELA and Math

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PSSA Math - Substantial decreases in many grade levels with changes in assessment

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PSSA Math - Patterns of decreases from 6th grade to 7th grade to 8th grade

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

### Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum documentation.

Summative Assessment results.

Specific Targets: Annual timelines.

PSSA and Keystone data.

### Strategies:

*Create a written curriculum.*

#### Description:

Create and communicate a comprehensive curriculum according to the following process:

1. Develop a curricular framework with a uniform district design.
2. Create and implement a system for continuous revision of the curriculum to ensure total instructional alignment (12-K).
3. Communicate curriculum with transparency to all stakeholders.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

*Create Common Summative Assessments.*

#### Description:

Common summative assessments will be created according to the following conditions:

1. Developed and implemented across all grade levels and subjects.
2. Linked to competencies and PA Core Standards.
3. Reviewed regularly through a data analysis process.

**SAS Alignment:** Standards, Assessment

### ***Implementation Steps:***

*Develop a curricular framework with a uniform district design.*

#### **Description:**

The Understanding by Design (UbD) process will be our design tool for curriculum work. Our curriculum will be written in a cycle where one major department and a few smaller departments will work on curriculum in the stages defined below:

Stage 1- Our Curriculum Director will train teacher leaders with an understanding of the curricular framework and writing expectations. Our teacher leaders will also be trained best practices in instruction and assessment with the Understanding by Design framework.

Stage 2- Teacher leaders will turn around training to a core 12-K team of teachers who will be writing the curriculum with horizontal and vertical alignment.

Stage 3- The core team will implement the use of the framework within their selected departments before making revisions to the document.

Stage 4- Final revisions are made, the work is published, and the curriculum is implemented by all teachers in the department.

The stages above will be completed by all departments with a planned 4-5 year cycle for final completion. The indicator of implementation will be the published curriculum on our curriculum website.

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):**

**Supported Strategies:**

- Create a written curriculum.

*Create and implement a system for continuous revision of the curriculum to ensure total instructional alignment (vertical –12-K).*

**Description:**

While a department is implementing a new curriculum, revision is necessary to ensure vertical 12-K alignment to State Standards. This system of continuous revision includes two processes:

1. Instructional process: Teachers that served on the core committee will serve as a conduit to facilitate dialogue amongst the greater team. All teachers will take anecdotal notes, analyze data from local and state assessments, and revisit standards alignment during team and grade level meetings.
2. Administrative process: Department chairs, supervisors and/or administrators will co-observe, observe, analyze data and document results of the curriculum in classrooms. The administrators will attend team and grade level meetings to co-facilitate discussion. Additionally they will meet as an administrative team to provide feedback for curricular revisions.

The indicator of implementation will be increased scores in our assessments. The team will continually compare the curriculum to the Anchor Data analyzed from Common Assessments, State Assessments, AP tests and or other industry standards tests.

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):**

**Supported Strategies:**

- Create a written curriculum.

*Develop and consistently implement summative assessments aligned to the PA Core Standards in every curricula and content area.*

**Description:**

Common Summative Assessments will be designed across departments, subject areas, and grade levels, to be implemented consistently in like classrooms. This will be achieved through the following process:

1. An assessment framework will be selected for the creation of common assessments in specific departments, subjects or grade levels
2. Assessments designed by teacher members of the core curriculum writing team for the department, subject, or grade level during the curriculum writing cycle.
3. Administered by each teacher in the department, subject area, or grade level.
4. Analyzed by all department, subject area, or grade level teachers for purposes of data-based decision making, curricular alignment, and/or recommended revision
5. core team members revise assessments based on data and feedback

Performance Tasks will be included as forms of common summative assessment. These tasks will consist of:

1. Common learning outcomes as aligned with the PA standards (add language for non standards courses- ex. ACTFUL)
2. Common processes developed and documented by core curriculum writing team
3. Student strategies and products which may vary as indicated in the task

The process above will be completed by all departments with a planned 4-5 year cycle for final completion. The indicator of implementation will be the administration of common assessments across all departments, subjects, and grade levels by the end of the curricular cycle. Revisions will be on-going based on analysis of student data, teacher feedback, and alignment with PA standards.



**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Create a written curriculum.
- Create Common Summative Assessments.

*Develop and Implement a PA Core aligned elementary ELA curriculum to improve student language and literacy acquisition.*

**Description:**

We have identified that our current ELA curriculum is only partially aligned with the PA Core Standards. It has been determined that a revamp of our curriculum is necessary to improve our students knowledge and performance in test scores.

Stage 1- Our ELA supervisor and a core team of teachers will determine the districts core beliefs in ELA and assess our areas of need in our current curriculum.

Stage 2- Based on our needs assessment, teachers will edit the curriculum, instruction and assessment plan and select resources based on the desired outcomes.

Stage 3- The training plan for implementation will be developed by our Supervisor, Reading Specialists, department chairs and curriculum liaisons.

Stage 4- Training is turned around to teachers for Year 1 implementation through a structured professional learning plan.

Stage 5- Program evaluation is based on district summative and formative assessments in conjunction with state assessment data.

The stages above will be completed as part of the ELA cycle of curriculum adaptation. The indicator of implementation will be the reading walkthrough supervision data in addition to the student results on district summative and formative assessments in conjunction with state assessment data.

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Teacher Induction, Special Education

**Supported Strategies:**

- Create a written curriculum.

**Goal #2:** Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Related Challenges:**

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Comprehensive program reviews.

Summative Assessment data.

Internal data points in pupil services.

Specific Targets: Perception data will show an increase in staff awareness regarding education challenges by 80%

80% of students that are in the district since kindergarten will be reading at grade level by third grade.

**Strategies:**

*Utilize screenings for academic, behavioral, and emotional barriers to learning.*

**Description:**

Barriers to learning can significantly impact the success of a student. As a school community it is essential that we have processes by which

we can identify a child's needs and allow students to gain access to specific services.

The district will utilize various processes by which students who are in need of services can be identified. This processes will utilize a team approach in which teachers, guidance counselors, nurses, and administrators will work in concert to identify, monitor, and refer students for various types of assessments.

**SAS Alignment:** Instruction, Materials & Resources, Safe and Supportive Schools

*Implementation of evidence-based interventions that increase or decrease as related to student need.*

**Description:**

The district has utilized data teams throughout our school system. The data teams serve all students by analyzing data and looking for areas of need and areas of growth. When data shows that a student is lacking in a certain area, the team may suggest interventions to help the child.

Using a best practice RTII model, these interventions include access to direct instruction, reading specialists, guidance counselors, social workers, and related service providers.

The district will utilize progress monitoring data, team meetings, and student progress data which includes summative assessments, formative assessments, content assessments, and skills assessments.

**SAS Alignment:** Assessment, Materials & Resources, Safe and Supportive Schools, Instruction

*Identify and address the needs of disenfranchised students.*

**Description:**

The changing demographics of the Wilson School District have created the need to provide a greater access to services within the school and in the larger community. Students that are considered At-Risk, Transient, and Homeless may not have the same access to services compared to their more typical peers.

The development of systems to identify students can help ensure that the needs of students are being met through various resources. The school district will utilize staff meetings, email communications, and county wide meetings to ensure that our guidance counselors are aware of their role in the identification process, an awareness of the scope of services that the school district can provide, and an awareness of services that exist in the greater community.

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

### ***Implementation Steps:***

*Find and secure the resources that help the personnel identify the appropriate intervention.*

#### **Description:**

Based on the data analysis, the intervention team will access research-based methods of intervention from the content area of behavioral category in which the student is exhibiting need. These resources may be accessed through district specialist in content areas or guidance counselors/school psychologists.

**Start Date:** 7/1/2016    **End Date:** 6/30/2021

**Program Area(s):** Student Services

#### **Supported Strategies:**

- Implementation of evidence-based interventions that increase or decrease as related to student need.

*Use data teams to identify students need of interventions.*

#### **Description:**

Schools will establish a team of educators who will analyze a collection of formative and summative data for each student to determine those students who are not reaching academic or behavioral expectations. The team will then recommend these students for intervention supports.

The supports accessed can be strategic or intensive dependent upon the level of need the student exhibits.

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):** Student Services

**Supported Strategies:**

- Implementation of evidence-based interventions that increase or decrease as related to student need.

*Ensure a system to evaluate the intervention's effectiveness.*

**Description:**

Progress monitoring will take place either bi-weekly for students receiving strategic intervention, or weekly for those with more intensive intervention needs, by those providing the intervention. The data collected through progress monitoring will provide evidence of the effectiveness of the intervention based on student progress, or the need for a planned revision.

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):** Student Services

**Supported Strategies:**

- Implementation of evidence-based interventions that increase or decrease as related to student need.

*Identify students with specific risk factors and partner the student with a staff member.*

**Description:**

Guidance Counselors will implement a system to meet with each new student. The guidance counselor will identify if there are any at-risk

factors. The counselor will work as a student advocate to ensure that the student is receiving the appropriate services.

Guidance Counselors will be receive training to identify "At-Risks Factors."

**Start Date:** 7/10/2017    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Identify and address the needs of disenfranchised students.

*Raise awareness of school personnel through professional development and allow for teachers to instruct diverse learners in an inclusive setting.*

**Description:**

The School Social Workers will offer professional development sessions to teachers, nurses, and administrators about specific issues that our students may be facing. This may include topics about, truancy, mental health, poverty, and drug abuse. Overall, it will allow teachers to instruct diverse learners in an inclusive setting. These sessions will be offered on specific inservice days and at faculty meetings.

**Start Date:** 7/11/2017    **End Date:** 6/10/2021

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Utilize screenings for academic, behavioral, and emotional barriers to learning.

*Identify community outreach programs to help meet our student's needs.*

**Description:**

The School Social Worker and the Pupil Services Director will work with community partnerships to learn about new and existing programs through meetings, emails, and trainings. The School Social Worker and the Pupil Services Director will communicate services and opportunities to our students via, guidance counselors, teachers, administrators, support staff, and parents.

**Start Date:** 7/10/2017    **End Date:** 6/30/2021

**Program Area(s):** Student Services

**Supported Strategies:**

- Identify and address the needs of disenfranchised students.

*Coordinate and identify services within the school that can offer assistance to the student.*

**Description:**

Guidance Services for our students will be a key part of the school community and stay informed of the services offered by the school district. Guidance counselors will receive updates on services available to our students via staff meetings, emails, and county meetings.

**Start Date:** 7/10/2017    **End Date:** 6/30/2021

**Program Area(s):** Student Services

**Supported Strategies:**

- Identify and address the needs of disenfranchised students.

*Identify specific teams to implement and monitor various screenings.*

**Description:**

Each building has identified a student assistance team or data team that will monitor student progress or lack of progress. The teams are comprised of teachers, nurses, guidance counselors, and

administrators. Representatives on the teams will be made aware of screening that are available to our students. This can include behavioral assessments, psychological assessments, drug use assessments, and mental health assessments. The team will work with each student's family to gain permission for each assessment.

**Start Date:** 7/10/2017    **End Date:** 7/10/2021

**Program Area(s):** Student Services

**Supported Strategies:**

- Utilize screenings for academic, behavioral, and emotional barriers to learning.

**Goal #3:** Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Professional Development evaluation instruments. These evaluations are administered after each day of district wide PD throughout the year.

Specific Targets: For the Likert portion of the instrument (scale is 1-5), we look to move all indicators to the 4 or 5 range. For the open-ended items, the goal is to increase the positive comments related to teacher application in the classroom.

Type: Annual

Data Source: Clarity Bright Bytes teacher and student survey data

Specific Targets: Increase the frequency reported by teachers and students in the Classroom - 4Cs category - increase of frequency of collaboration, communication, critical thinking, and creativity



**Strategies:**

*Use of data to inform decisions regarding planning of professional learning.*

**Description:**

Implement a district-wide needs assessment protocol that uses qualitative and quantitative data collected from multiple sources that is used to inform and create professional development plans. Based upon the recommendations from best practice literature, develop and implement an evaluation protocol that measures the effectiveness of professional development in regards to its demonstrable impact on teaching and learning as well as guides future professional development.

Research base includes Learning Forward Professional Learning standards and National Board Certification pillars of learning.

**SAS Alignment:** Instruction

*Develop a system of support to transfer professional learning into transformational systematic change.*

**Description:**

Research in adult learning theory shows that single session professional development does not permanently transfer practice. Creating a system to follow professional learning with coaching and implementation feedback is a key to creating a transformational learning environment.

**SAS Alignment:** Instruction

**Implementation Steps:**

*Development of a Professional Learning Committee*

**Description:**

The professional learning committee will be chaired by the director of curriculum and will consist of a sampling of volunteers from our administrative team. The committee will develop core beliefs based on our research of best practices in professional learning. Additionally the committee will establish pillars (targeted areas) where professional learning should be developed. This work will be shared with our teacher leader groups who will provide feed-forward information for next steps.

The results of this committee will be used to develop the short and long term goals of professional learning. Once mission and vision are established the committee will do the following:

1. Create, deliver and analyze teacher feedback from each session of professional learning.
2. Data will be used to hone professional learning content or delivery for future sessions.
3. Communicate the works of the committee with teachers, administration and the public.
4. Post all work for transparency on a newly developed website for professional learning.

Indicators of success will be based on data from teacher surveys, targeted classroom walkthroughs, and the publication of the goals, pillars and feedback on the professional learning website.

**Start Date:** 7/10/2017      **End Date:** 6/30/2021

**Program Area(s):** Professional Education

**Supported Strategies:**

- Use of data to inform decisions regarding planning of professional learning.
- Develop a system of support to transfer professional learning into transformational systematic change.

*Develop and implement an evaluation protocol that measures the effectiveness of professional learning*

**Description:**

Based upon the recommendations from best practice literature, develop and implement an evaluation protocol that measures the effectiveness of professional development in regards to its demonstrable impact on teaching and learning. The survey will include the following indicators:

1. Quantitative ratings of each session offered.
2. Comments on strengths and areas for improvement.
3. Recommendations for if the session should be offered again to others.

#### 4. Open ended areas for general suggestions.

Evidence of implementation will be the published survey data on the Professional Learning website. All Data will be shared with administration, teacher leaders, and the school board for further development.

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):** Professional Education

**Supported Strategies:**

- Use of data to inform decisions regarding planning of professional learning.

### *Implement a comprehensive coaching program*

**Description:**

The district will maintain an instructional coaching platform to continually support the work of transferring professional learning into transformational teaching practice.

1. Coaches will be trained by the district in addition to work with the local IU and our in-house Technology Integration Specialist to build capacity.
2. Coaches will develop a schedule to meet regularly with all teachers. Additionally a system will be developed for teachers to request worktime with coaches.
3. Data will be collected on volume, topic, and type of coaching throughout the year. Data will be analyzed to determine future coaching needs.
4. Coaching will be incentivised for teachers as part of a larger system of reward for self-seeking learners.

Indicators of success for this implementation step will be the growth of volume and depth of coaching throughout the time of the comprehensive plan. Additional indicators include observational data from the formal and informal observation process.

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Develop a system of support to transfer professional learning into transformational systematic change.

*Review/Revise Mentoring Program for Induction Program***Description:**

Review current mentoring program and revise to align with current district initiatives.

New Teacher Induction (NTI) program outline with new teacher requirements, meeting dates, and agendas are posted on the intradistrict portal.

**Start Date:** 8/10/2017    **End Date:** 8/15/2019

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Develop a system of support to transfer professional learning into transformational systematic change.

# Appendix: Professional Development Implementation Step Details

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**LEA Goals Addressed:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. **Strategy #1: Create a written curriculum.**

Start	End	Title	Description
7/1/2017	6/30/2021	Develop a curricular framework with a uniform district design.	<p>The Understanding by Design (UbD) process will be our design tool for curriculum work. Our curriculum will be written in a cycle where one major department and a few smaller departments will work on curriculum in the stages defined below:</p> <p>Stage 1- Our Curriculum Director will train teacher leaders with an understanding of the curricular framework and writing expectations. Our teacher leaders will also be trained best practices in instruction and assessment with the Understanding by Design framework.</p> <p>Stage 2- Teacher leaders will turn around training to a core 12-K team of teachers who will be writing the curriculum with horizontal and vertical alignment.</p> <p>Stage 3- The core team will implement the use of the framework within their selected departments before making revisions to the document.</p> <p>Stage 4- Final revisions are made, the work is published, and the curriculum is implemented by all teachers in the department.</p>

The stages above will be completed by all departments with a planned 4-5 year cycle for final completion. The indicator of implementation will be the published curriculum on our curriculum website.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Amy Flannery	3.0	9	30	Wilson School District	School Entity	Yes

**Knowledge**

Teachers will have an understanding in the principals of UbD. We will also have clearly articulated Planning, Instruction and Assessment practices through the Learning Target framework.

**Supportive Research**

Jay McTighe's work with Understanding by Design is the best practice used for this item. The work of Moss and Brookhart will be the focus of our Learning Target framework for Planning, Instructing and Assessing a Feed-forward cycle of learning.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Instructs the leader in managing resources for effective results.

**Training Format**  
 Series of Workshops  
 Department Focused Presentation  
 Professional Learning Communities  
 Offsite Conferences

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals New Staff	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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<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 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
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**LEA Goals Addressed:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. **Strategy #1: Create a written curriculum. Strategy #2: Create Common Summative Assessments.**

Start	End	Title	Description
7/1/2017	6/30/2021	Develop and consistently implement summative assessments aligned to the PA Core Standards in every curricula and content area.	<p>Common Summative Assessments will be designed across departments, subject areas, and grade levels, to be implemented consistently in like classrooms. This will be achieved through the following process:</p> <ol style="list-style-type: none"> <li>1. An assessment framework will be selected for the creation of common assessments in specific departments, subjects or grade levels</li> <li>2. Assessments designed by teacher members of the core curriculum writing team for the department, subject, or grade level during the curriculum writing cycle.</li> <li>3. Administered by each teacher in the department, subject area, or grade level.</li> <li>4. Analyzed by all department, subject area, or grade level teachers for purposes of data-based decision making, curricular alignment, and/or recommended revision</li> <li>5. core team members revise assessments based on data and feedback</li> </ol> <p>Performance Tasks will be included as forms of common summative assessment. These tasks will consist of:</p> <ol style="list-style-type: none"> <li>1. Common learning outcomes as aligned with the PA standards (add language for</li> </ol>



non standards courses- ex. ACTFUL)

2. Common processes developed and documented by core curriculum writing team
3. Student strategies and products which may vary as indicated in the task

The process above will be completed by all departments with a planned 4-5 year cycle for final completion. The indicator of implementation will be the administration of common assessments across all departments, subjects, and grade levels by the end of the curricular cycle. Revisions will be on-going based on analysis of student data, teacher feedback, and alignment with PA standards.

Person Responsible	SH	S	EP	Provider	Type	App.
Stacey Stoudt and Amy Flannery	3.0	30	30	In/Out of District Professional Learning	IU Training from Jay McTighe with follow up from District PD	Yes

**Knowledge** Fundamental understanding of the purpose of Performance Tasks. Design elements centered on the G.R.A.S.P.S format. Application of Performance Tasks to all curricular areas.

**Supportive Research** Jay McTighe's work surrounding Performance Task Development.

**Designed to Accomplish**  
 For classroom teachers, school counselors and education Enhances the educator's content knowledge in the area of the educator's certification or assignment.

specialists:

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

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

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

**Training Format**

- Series of Workshops
- Department Focused Presentation
- Professional Learning Communities
- Offsite Conferences

**Participant Roles**

- Classroom teachers
- Principals / Asst. Principals
- Other educational specialists

**Grade Levels**

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

**Follow-up Activities**

Team development and sharing of content-area lesson implementation outcomes, with

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

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  
 Joint planning period activities

standards, classroom environment, instructional delivery and professionalism.  
 Student PSSA data  
 Standardized student assessment data other than the PSSA  
 Classroom student assessment data

**LEA Goals Addressed:** **Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.** **Strategy #1: Create a written curriculum.**

Start	End	Title	Description
7/1/2017	6/30/2021	Develop and Implement a PA Core aligned elementary ELA curriculum to improve student language and literacy acquisition.	<p>We have identified that our current ELA curriculum is only partially aligned with the PA Core Standards. It has been determined that a revamp of our curriculum is necessary to improve our students knowledge and performance in test scores.</p> <p>Stage 1- Our ELA supervisor and a core team of teachers will determine the districts core beliefs in ELA and assess our areas of need in our current curriculum.</p> <p>Stage 2- Based on our needs assessment, teachers will edit the curriculum, instruction and assessment plan and select resources based on the desired outcomes.</p> <p>Stage 3- The training plan for implementation will be developed by our Supervisor,</p>

Reading Specialists, department chairs and curriculum liaisons.

Stage 4- Training is turned around to teachers for Year 1 implementation through a structured professional learning plan.

Stage 5- Program evaluation is based on district summative and formative assessments in conjunction with state assessment data.

The stages above will be completed as part of the ELA cycle of curriculum adaptation. The indicator of implementation will be the reading walkthrough supervision data in addition to the student results on district summative and formative assessments in conjunction with state assessment data.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Amy Flannery	1.0	100	200	District	School Entity	No

**Knowledge**

Best practice in balanced literacy instruction. Aligned curriculum to PA Core. Increased

**Supportive Research**

Lucy Calkins units of study is based on the research of Teachers College, R.L. Allington, Lucy Calkins, Linda Darling-Hamond, Fountas & Pinnell, John Hattie, Grant Wiggins and Jay McTighe. It has been field tested in schools in the state of New York and beyond and has been shown to improve literacy instruction and increase student achievement.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Instructs the leader in managing resources for effective results.

<b>Training Format</b>	Series of Workshops Department Focused Presentation Professional Learning Communities	
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals	<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,	<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

with administrator and/or peers  
 Peer-to-peer lesson  
 discussion  
 Lesson modeling with  
 mentoring  
 Joint planning period  
 activities  
 Journaling and reflecting

Classroom student assessment data

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.</b>	<b>Strategy #1: Utilize screenings for academic, behavioral, and emotional barriers to learning.</b>
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Start	End	Title				Description		
7/11/2017	6/10/2021	Raise awareness of school personnel through professional development and allow for teachers to instruct diverse learners in an inclusive setting.				The School Social Workers will offer professional development sessions to teachers, nurses, and administrators about specific issues that our students may be facing. This may include topics about, truancy, mental health, poverty, and drug abuse. Overall, it will allow teachers to instruct diverse learners in an inclusive setting. These sessions will be offered on specific inservice days and at faculty meetings.		
		<b>Person Responsible</b> Michelle Zawilla	<b>SH</b> 1.0	<b>S</b> 10	<b>EP</b> 30	<b>Provider</b> Michelle Zawilla	<b>Type</b> School Entity	<b>App.</b> No

**Knowledge**

Participants will better understand factors that can impact a student's learning.

**Supportive Research**

Students will perform better if they have supports and services for their specific needs.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

**Training Format**

Series of Workshops  
School Whole Group Presentation

**Participant Roles**

Classroom teachers  
Principals / Asst. Principals  
School counselors  
New Staff  
Related Service Personnel

**Grade Levels**

Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12)

**Follow-up Activities**

Feedback Forms

**Evaluation Methods**

Participant survey

**LEA Goals Addressed:**

**Establish a district system that fully ensures professional development is focused, comprehensive and implemented with**

**Strategy #1: Develop a system of support to transfer professional learning into transformational systematic change.**

**fidelity.**

Start	End	Title					Description		
7/1/2017	6/30/2021	Implement a comprehensive coaching program					<p>The district will maintain an instructional coaching platform to continually support the work of transferring professional learning into transformational teaching practice.</p> <ol style="list-style-type: none"> <li>1. Coaches will be trained by the district in addition to work with the local IU and our in-house Technology Integration Specialist to build capacity.</li> <li>2. Coaches will develop a schedule to meet regularly with all teachers. Additionally a system will be developed for teachers to request worktime with coaches.</li> <li>3. Data will be collected on volume, topic, and type of coaching throughout the year. Data will be analyzed to determine future coaching needs.</li> <li>4. Coaching will be incentivised for teachers as part of a larger system of reward for self-seeking learners.</li> </ol> <p>Indicators of success for this implementation step will be the growth of volume and depth of coaching throughout the time of the comprehensive plan. Additional indicators include observational data from the formal and informal observation process.</p>		
			<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		<b>Type</b>	<b>App.</b>
		Director of Curriculum and Instructional Technology Director	2.0	150	3	Instructional Technology Coaches		Other Regional and National Conferences in Cocaching,	Yes



**Knowledge**

This is an embedded format where the coaches work with teachers, usually on an individual basis, to build their knowledge and implementation of instructional practices in the classroom. There are multiple ongoing sessions throughout the year. The coaches are in the classrooms at every level, working with the teachers to plan and instruct. The teachers gain not only knowledge of the use of technology to support their lessons, but also gain a deeper understanding of the pedagogy behind it.

**Supportive Research**

Job-embedded coaching is a research-based best practice evidenced through Jim Knight.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

**Training Format**

- Series of Workshops
- Professional Learning Communities

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<b>Participant Roles</b>	Classroom teachers	<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>	Creating lessons to meet varied student learning styles Lesson modeling with mentoring	<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. Classroom student assessment data Participant survey Review of written reports summarizing instructional activity

# District Level Affirmations

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We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

**Affirmed by Steven Ehrlich on 7/5/2017**

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*Board President*

**Affirmed by Steven Keifer on 7/6/2017**

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*Superintendent/Chief Executive Officer*

# 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).

**Affirmed by Steven Ehrlich on 7/6/2017**

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*Board President*

**Affirmed by Steven Keifer on 7/7/2017**

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*Superintendent/Chief Executive Officer*