

Wilmington Area SD

District Level Plan

07/01/2020 - 06/30/2023

Planning Committee

Planning Committee

Name	Role
George Endrizzi	Administrator : Professional Education
Kenneth Jewell	Administrator
Robert Kwiat	Administrator : Professional Education
Dr. Jeffrey Matty	Administrator : Professional Education Schoolwide Plan
Dr. Michael O'Donovan	Administrator
Michael Wright	Administrator
Jacob Berlin	Board Member : Schoolwide Plan
Lynn Foltz	Board Member : Schoolwide Plan
Julie Ochs	Board Member : Schoolwide Plan
Melissa Gardner	Business Representative : Schoolwide Plan
Abby Whiting	Business Representative : Professional Education
Beth Coker	Community Representative : Professional Education
Bonnie Martineau	Community Representative : Professional Education
Connie McGinnis	Community Representative : Schoolwide Plan
Bradi Rhoades	Ed Specialist - Instructional Technology
Michael Conglose	Ed Specialist - School Counselor : Special Education
Dr. Michael O'Donovan	Ed Specialist - School Psychologist : Professional Education Special Education
Tracy Andrews	Elementary School Teacher - Regular Education : Professional Education
Ali Ciavarino	Elementary School Teacher - Regular Education : Professional Education
Katie Gardner	Elementary School Teacher - Regular Education : Schoolwide Plan
Terri Marino	High School Teacher - Regular Education : Professional Education
Pat Matsook	High School Teacher - Regular Education : Professional Education
Brian Kerr	High School Teacher - Special Education
Matthew Maine	Instructional Technology Director/Specialist : Professional Education

Brandt Kaercher	Middle School Teacher - Regular Education : Professional Education
Cherrie Perrine	Middle School Teacher - Regular Education : Professional Education
Jill Greco	Middle School Teacher - Special Education : Special Education
Debi Novak	Parent : Schoolwide Plan
Robin Popovich	Parent : Professional Education
Mary Anne Grubic	Special Education Director/Specialist : Special Education

Core Foundations

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.

Wilmington Area School District works to maintain growth by providing Title I programs, tutoring programs, co-teaching classes, SAP programs, and partnerships with Westminster College. Ongoing monitoring of student performance provides an early alert system to academic challenges.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEL	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs				
Conflict Resolution or Dispute Management				
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				
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:

Wilmington Area School District does not have school resource officers, but we do employ three security personnel. Safety and violence prevention information is presented to students through integrated instruction with various classes.

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.)

Gifted Education for Students

It is the intent of the Wilmington Area School District that gifted students be provided with quality gifted educational services and programs.

- Gifted education for each gifted student is based on the unique needs of the student, not solely on the student's classification.
- Gifted education will be provided which enables gifted students to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to their intellectual and academic abilities and needs.
- WASD will meet the needs of each gifted student in and out of the classroom.

Public awareness of the gifted program will include, but not be limited to open houses at the elementary, middle, and high school levels, kindergarten screenings, and orientation programs at all schools.

Potentially gifted students may be located through one or more of the following ways:

- Parent request - limited to one request per school year.
- Teacher observation of gifted potential.
- First grade group-administered screening of intellectual aptitude.
- Review of standardized and/or state/local assessment results.

Students are identified for through parent request or teacher referral and then screening and/or evaluation. The school psychologist, principal, and special education supervisor are informed and involved in the process. The school psychologist provides standardized testing. A written report is provided by the District. A multitude of evaluation methods will be used such as standardized testing, observations, objective ratings, work samples, etc. The Gifted Multi-Disciplinary Team (GMDT) is comprised of the student's parents, a certified school psychologist, teachers and, if necessary, a person familiar with the student's cultural background.

There are multiple criteria for gifted support program placement:

- Outstanding intellectual and creative ability.
- IQ score of 130 or higher or when other educational criteria strongly indicate gifted ability and need for a gifted support program. Deficits in processing speed or memory, as indicated by testing, will not solely exclude an individual from gifted identification.
- Teacher and parent recommendations suggest superior ability.
- The GMDT team determines that the student's needs are currently not being met within the regular curriculum in identified areas.

The GMDT team, which brings together findings, will generate a report and information and the report will make recommendations as to whether the student is gifted and in need of specially designed instruction. The GMDT team will base educational placement decisions on the gifted student's needs. The appropriate time-line, according to Chapter 16 guidelines, will be followed.

WASD will make in-service training opportunities available for gifted and/or regular teachers, principals, administrators and support staff persons responsible for gifted education.

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

Potentially gifted students may be located through one or more of the following ways:

- Parent request - limited to one request per school year.
- Teacher observation of gifted potential.
- First grade group-administered screening of intellectual aptitude.
- Review of standardized and/or state/local assessment results.

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

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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.

Through the GIEP process, students may accelerate by skipping a grade-level course, compacting curriculum, or working with the gifted teacher to enrich or accelerate the course content. To determine need for acceleration or course compacting, students take content year-end assessments. If students do not need acceleration or course compacting, then the gifted teacher or regular education teacher provides enrichment opportunities to expand their instruction to meet their needs.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X

Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring				X
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				
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				X
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				
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

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X

Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters				
School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Collaboration is a key element to the success of interventions. Teachers exchange information in meetings, via the internet, and the student information system. Wilmington Area School District has a committed and caring faculty that work together toward the goals of meeting student needs increasing the potential for academic growth.

Community Coordination

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

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

The elementary principal coordinates this effort between various pre-K programs and the school. A Head Start program is operational in the elementary building. Wilmington Area School District invites students from pre-school programs into the buildings to encourage a familiarity for future educational programs. Wilmington Area offers tutoring opportunities for students at all levels. Preschool programs share information regarding academic, social and emotional development with the kindergarten teachers prior to attending kindergarten.

Preschool Agency Coordination

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

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

The supervisor of special education and the school psychologist collaborate with early intervention services offered through Midwestern Intermediate Unit IV. A Child Find notice is mailed to every home in the district. Wilmington Area School District partners with the Lawrence County Community Action Partnership (LCCAP), the sponsoring agency for Head Start programs. Kindergarten registration provides a venue for teachers, health care professionals, and administrators to learn about students entering public school for the first time.

Core Foundations

Professional Education

Characteristics

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

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

The professional development provided for teachers is based on district goals, student performance and data analysis and teacher needs. Surveys are given to staff to inquire on perceived skill level or need in the district. Each year, district goals will be identified and

professional development will be aligned to support those needs. Administration will be provided group and individual professional development based on leadership and skills that need to be developed or enhanced. This is provided onsite as well as through individual conferences and trainings.

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

The district will provide professional development in all areas identified.

Professional Development

Wilmington Area SD Professional Development

Title:	Revision of curriculum maps			
Description	Teachers will be provided training and time to revise curriculum map needs. We will focus on college and career standards, trauma-based curriculum, and technology opportunities for all students when applicable to the curriculum. Curriculum completion documents will be completed and accessible to all staff and community when applicable.			
Person Responsible	Ken Jewell			
Start Date:	9/1/2020			
End Date:	6/30/2022			
Proposed Cost/Funding:	Start Year	End Year	Cost	Funding Source
	2020	2021	10000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
	2020	2021	5000.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES
Program Area(s):	Professional Education, Educational Technology			
Hours Per Session	1			
# of Sessions:	20			
# of Participants Per Session:	90			
Provider:	School Based			
Provider Type:	School Entity			
PDE Approved:	No			
Knowledge Gain:	Teachers and administrators will gain insight into their individual curriculum areas of each subject completed. Have an understanding of			

	the scope and sequence vertically and horizontally.
Research & Best Practices Base:	Research is based on information from SAS website, professional peer reviewed literature, and best school examples. . Research indicates that curriculum strongly aligned with standards results in optimum student achievement.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • 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 or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Department Focused Presentation • Professional Learning Communities
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir

	<ul style="list-style-type: none"> • School counselors
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities • Journaling and reflecting
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
11/21/2016 3 hours completed

The LEA plans to conduct the required training on approximately:

1/20/2020 3 hours

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.

Questions

The LEA has conducted the training on:

2/17/2017 4 hours of training

The LEA plans to conduct the training on approximately:

8/26/2020 2 hours of training

10/23/2020 2 hours of training

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

Questions

The LEA has conducted the training on:

3/13/2016 2 hours

3/20/2016 2 hours

The LEA plans to conduct the training on approximately:

1/18/2021 2 hours

1/29/2021 2 hours

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.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

Unchecked answers

- 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.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Administration works collaboratively with teachers on the Professional Education committee to map out professional development throughout the school year. Principals are responsible for the professional development occurring in their buildings as well as the ongoing monitoring of teaching and instruction. Each professional education activity is evaluated. Evaluations are reviewed by administrators as a means for improving future events.

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

The district will discuss the non-selected strategies with the Administration and Professional Education committee. Wilmington Area School District has four inservice days designated for professional development along with two Act 80 days. Given increased requirements for inservice programs and topics, the district will make every effort to refine professional education so that all items can be addressed.

Induction Program

Checked answers

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

- Inductees will assign challenging work to diverse student populations.
- Inductees will effectively navigate the Standards Aligned System website.

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

The Induction Program is conducted by an administrator to ensure that new faculty are exposed to elements vital to a successful career start.

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

The items not selected above are addressed with the entire staff during faculty meetings, in-service trainings, or department, team or grade level meetings. These items are addressed but are not unique to Induction.

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).
- Review of inductee lesson plans.
- Submission of inductee portfolio.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Inductee survey (local, intermediate units and national level).
- Review of written reports summarizing instructional activity.

- Knowledge of successful research-based instructional models.

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

The District's Induction Plan is conducted by an administrator to ensure necessary elements are addressed.

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

The District will work to include the non-selected items in the Induction Plan.

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.

Unchecked answers

- 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.

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

Mentors are selected by the administration based on the above criteria. All criteria are taken into consideration so that the best mentor can be provided to the Inductee. Administrators make the final determination regarding the assignment of mentor responsibilities with approval from the School Board.

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

Wilmington Area School District will consider the characteristics suggested above. As a reasonably small district, some characteristics, such as similar certifications and schedules, may not be feasible when selecting a mentor teacher. Every effort is made to select a mentor with the same certification as the inductee.

Induction Program Timeline

Topics	A	O	D	F	A	Jun-Jul									
	u	c	e	e	p										
	-	-	-	-	-										
	S	N	J	M	M										
	e	o	a	a	a										
	p	v	n	r	y										
Code of Professional Practice and Conduct for Educators	X														
Assessments	X	X	X	X	X										
Best Instructional Practices	X	X	X	X	X										
Safe and Supportive Schools	X														
Standards		X		X		X	X	X							
Curriculum				X		X	X	X	X						
Instruction						X		X	X	X	X				
Accommodations and Adaptations for diverse learners								X							
Data informed decision making								X	X	X	X	X			
Materials and Resources for Instruction									X	X	X	X	X		

If necessary, provide further explanation.

Topics are introduced by the administrator conducting the Induction program. Mentor teachers continue the discussion throughout the school year.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Induction program is monitored by the building principal and mentor teacher. Documentation is ongoing throughout the school year. The Inductee and Mentor complete an end of year evaluation at the completion of the Program.

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.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
The Bair Foundation	Nonresident	Wilmington Area School District	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Lawrence County Career and Technical Center	Other	Secondary Learning Support/Emotional Support	10
Western PA School for the Deaf	Approved Private Schools	Hearing Impaired Support	1
Wilmington Area HS School (MIU4 program)	Other	Multidisabilities Support	2
St. Stephens Academy	Other	Emotional Support	1
Wilmington Area MS/HS (MIU4 program)	Other	Autistic Support	1
Grove City Area High School	Neighboring School Districts	Multidisabilities Support	1
Sharpsville Elementary School	Neighboring School Districts	Autistic Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	11	0.8
Locations:				
Wilmington Area Elementary (AR)	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	6 to 8	2	0.2
Locations:				
Wilmington Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 27, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	13	0.8
Locations:				
Wilmington Area Elementary (AS)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	2	0.2
Locations:				
Wilmington Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 24, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	2	0.4
Locations:				
New Wilmington 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	6 to 8	6	0.6
Locations:				
New Wilmington Elementary	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: August 24, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	3	0.15
Locations:				

Wilmington Area Middle School	A Middle 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%)	Learning Support	10 to 12	12	0.85
Locations:				
Wilmington Area 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: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	3	0.2
Locations:				
Wilmington Area Middle School (NC)	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 13	12	0.8
Locations:				
Wilmington Area 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: August 16, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	6	0.15
Locations:				
Wilmington Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	11	0.75
Locations:				
Wilmington Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	5	0.1
Locations:				
Wilmington Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	6	0.15
Locations:				
Wilmington Area 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 16	6	0.3
Locations:				
Wilmington Area 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	13 to 15	2	0.15
Locations:				
Wilmington Area 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	13 to 15	6	0.3
Locations:				
Wilmington Area 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: Position

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	3	0.25
Locations:				

Wilmington Area 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%)	Learning Support	15 to 17	5	0.5
Locations:				
Wilmington Area 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	15 to 17	10	0.25
Locations:				
Wilmington Area High School	A Senior High 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: August 24, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	16	0.35
Locations:				
Wilmington Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	6	0.65
Locations:				
Wilmington Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 24, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 13	3	0.2
Locations:				
Wilmington Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	3	0.2

Locations:				
Wilmington Area 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	11 to 13	1	0.2
Locations:				
Wilmington Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	4	0.4
Locations:				
Wilmington Area High School	A Senior High 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: August 24, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 12	2	0.2
Locations:				
Wilmington Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	5	0.5
Locations:				
Wilmington Area 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%)	Life Skills Support	12 to 12	2	0.3
Locations:				
Wilmington Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	5 to 8	40	1
Locations:				
New Wilmington Elementary School	An Elementary 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: August 24, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	14	0.4
Locations:				
New Wilmington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	21	0.5
Locations:				
Wilmington Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 17	6	0.1
Locations:				
Wilmington Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	17 to 19	2	0.33
Locations:				
Wilmington Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	16 to 16	1	0.12
Locations:				
Wilmington Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 16	1	0.09
Locations:				
Wilmington Area 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	Blind or Visually Impaired Support	10 to 11	1	0.09
Locations:				
Wilmington Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 11	1	0.33
Locations:				
Wilmington Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	7 to 9	7	0.5
Locations:				
Wilmington Area Elementary School (JG)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	5	0.5
Locations:				
Wilmington Area Elementary School	An Elementary 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: August 16, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	6	0.5
Locations:				
Wilmington Area Elementary School	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	6 to 8	4	0.5
Locations:				
Wilmington Elementary	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: Position

Implementation Date: August 16, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	35	1
Locations:				
Wilmington Elementary	An Elementary 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: August 16, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	6	0.5
Locations:				
Wilmington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	Wilmington Area Elementary School	1
Supervisor of Special Education	Wilmington Area Elementary School	1
Paraprofessional	Wilmington Area Elementary School	1
Paraprofessional	Wilmington Area Elementary School	1
Paraprofessional	Middle School	1
Paraprofessional	Wilmington Area Elementary School	1
Paraprofessional	High School	1
Special Education Secretary	Wilmington Area Elementary School	1
Paraprofessional	Wilmington Area Elementary School	1
Paraprofessional	Wilmington Area Elementary School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	2 Hours
Drug & Alcohol Liaison	Outside Contractor	90 Minutes
Mental Health Liaison	Outside Contractor	90 Minutes
Physical Therapy	Intermediate Unit	2 Hours
Private Nursing	Outside Contractor	112.5 Hours
Dysphagia	Intermediate Unit	1 Minutes
Audiological	Intermediate Unit	1 Minutes
Assistive Technology	Intermediate Unit	1 Minutes