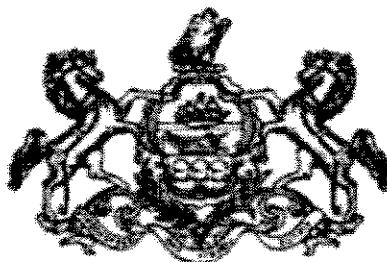


---

# Pennsylvania Department of Education

---



COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## Special Education Plan

May 31, 2006

**Entity:** Warren County SD

**Address:** 185 Hospital Dr  
North Warren, PA 16365-4885

**Phone:** (814) 723-6900

**Contact Name:** John Grant

### School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Warren County SD	Northwest Tri-County IU 5	John H. Grant	13	5552	972

### District Special Education Contact:

Name	Title	Phone	Fax	Email
Ms Sandra L Wilks	Lead Supervisor	814-723-6900	814-723-7065	wilkss@wcsdpa.org

### Current Program Strengths and Highlights

The Warren County School District is fortunate to have the expertise and resources of IU#5 and PAttan to support our continued staff development and learning opportunities. We have had several new teachers added to our staff over the past few years and the trainings provided by our district, along with the IU and PAttan offices have given them a great start to their teaching career. The cooperation of these training facilities has made professional development available on-site, via teleconference/video conference, or at a regional facility.

In our most recent compliance monitoring review dated October 25, 2005 our school district was commended for the following special education services and programs:

1. Information and materials developed and/or distributed to parents.
2. Continuous and comprehensive parent involvement and staff in-service trainings.
3. Awareness and involvement of students in the general curriculum and educational setting (inclusion).
4. Establishment of a school-based mental health program through a contractual agreement with Family Services of Warren to provide a school-based social worker to assist students and families in need. This program is not only an intervention for special education students, but also serves as a prevention model for non-exceptional students demonstrating a need for social work services. We are currently in the 3rd year of that program.
5. The monitoring team highly noted our advances in technology as related to general district information and the intra-net system we have in place to support communication among special education and regular education teachers.
6. Our special education program has actively pursued training in progress monitoring and has consistently used fluency checks for students in reading. We look forward to additional programs to monitor math and writing.
7. Over the past few years SRA Corrective Reading has been instituted in our special education programs and this school year we added the Reading course to the planned instruction for grades 9-12, which now makes it available to struggling readers in regular education.
8. The district has also made a commitment to Differentiated Instruction and is in year one of a three-year training program for all staff to better meet the needs of special education students in the regular classroom setting.
9. We continue to operate a partial-hospitalization program within our district in cooperation with Beacon Light Behavioral Health Systems. This was highlighted in the fall monitoring because of the supports it offers and maintains students within our district as opposed to having to attend another facility outside the school district for high level mental health services.
10. Parent Trainings through the concept of Dine & Discuss was highly commended. This program started from grant funding and has been so well received that the district continues to support this as a way to educate families and staff. This concept offers a buffet meal, educational presentation, and childcare.
11. The district also has special interest in the transition of students not only at the post secondary level, but also with movement from pre-school to school age and building changes as students advance in grade.
12. Commendations were also given for the institution of the "Cookie Project" which is conducted with some of our life-skills programs. This weekly project incorporates many functional daily living skills as well as opportunities for inclusion of Life Skills students in the school environment.
13. In support of our district reading initiative the special education program also has on staff a reading specialist to work with students and staff on incorporating the Corrective Reading Program at all levels as well as assisting with student assessments and intervention strategies.
14. A final area of commendation was for the development of the Special Education Academic Planner, which is a spiral bound calendar combined with special education reference documents and noted important dates. This

planner has been developed and improved upon each year.

In addition to the areas cited above the Warren County School District is also active in the School-based ACCESS program, generating funds to support the fiscal needs of students in the special education programs.

**Enrollment Differences**

<b>Category</b>	<b>District Enrollment</b>	<b>State Enrollment</b>	<b>Is Disp.?</b>	<b>Data Analysis</b>	<b>Plans for Improvement</b>
Autism	4.67%	2.82%	True	The district shows a significantly higher percentage of identified students in comparison to the overall state percentage. Although higher the percentage is noted to be an accurate representation of diagnosed students. Within the district we have a strong advocacy group supporting families of students with autism spectrum disorder, or a suspected disorder. We frequently receive outside evaluations from clinical psychologists and/or psychiatrists diagnosing students with this spectrum disorder. When parents present this information to school personnel it is taken into consideration as part of a multidisciplinary team evaluation. Overall, there is an increase in recognition of this spectrum disorder across the nation and within the state.	As a district we will continue to address the identification of students with Autistic Spectrum Disorder through careful evaluation of information provided to the school team via parents and outside evaluators. The district will also work with the school psychologists to review qualifications for eligibility through department meetings.
Deaf-Blindness	0%	0.02%	False	Less than state average	Continue to monitor
Emotional Disturbance	11.87%	9.63%	True	The district does demonstrate a significantly higher percentage of students identified with emotional disturbance as compared to the state. With the district percentage of 11.87 compared to the state 9.63 there is a 23% discrepancy.	The concerns in the area of identification of students with emotional disturbance often center around serious behavior problems in the school environment. We have a high level of referrals due to behaviors and teams struggle with the differentiated diagnosis of emotional disturbance and conduct disorders. In

					this area we will continue to work with the school psychology staff on diagnosis as well as incorporating strategies for behavior intervention. This can be accomplished through department meeting discussions and involvement with entities such as the IU and PATTAN for further training.
Hearing Impairment including Deafness	1.40%	1.10%	False	Similar to state average	Continue to monitor
Mental Retardation	7.76%	9.95%	False	Less than state average	Continue to monitor
Multiple Disabilities	1.31%	1.08%	False	Similar to state average	Continue to monitor
Orthopedic Impairment	0.09%	0.36%	False	Less than state average	Continue to monitor
Other Health Impairment	6.92%	3.48%	True	This area continues to be higher than the state percentage. We currently show a percentage at about a 98% level above the state (district 6.92 and state 3.48). A large part of this discrepancy is reflective of students identified with ADHD and needed special accommodations. Over the past few years we have brought this concern to the forefront and tried to utilize other options such as Chapter 15 Plans to assist students with special needs in this area. Through the collection of data this school year (05-06) we currently reflect a decrease in our percentage from 6.9% to 6.7%.	The district will review with the building level LEA's, school psychologists, and special education supervisors the current Chapter 14 regulations and guidelines under which a student may be identified as eligible under OHI. The district will also evaluate its availability of Chapter 15 services for students identified with ADHD.
Specific Learning Disability	51.96%	54.38%	False	Lower than state average	Continue to monitor
Speech or Language Impairment	13.08%	16.31%	False	Lower than state average	Continue to monitor
Traumatic Brain Injury	0.28%	0.42%	False	Lower than state average	Continue to monitor
Visual Impairment	0.65%	0.44%	False	Similar to state average	Continue to monitor

including Blindness					
---------------------	--	--	--	--	--

### Ethnicity Enrollment Differences

Category	District Enrollment	Spec. Ed. Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
American Indian/Alaskan Native	0.39%	0%	False	Not disproportionate	Continue to monitor
Asian/Pacific Islander	0.56%	0.19%	False	Not disproportionate	Continue to monitor
Black (Non-Hispanic)	0.68%	0.56%	False	Not disproportionate	Continue to monitor
Hispanic	0.22%	0.09%	False	Not disproportionate	Continue to monitor
White (Non-Hispanic)	98.15%	99.16%	False	Not disproportionate	Continue to monitor

**Exiting Statistics**

State Graduation	State Dropout	District Graduation	District Dropout	Is Disp.?	Data Analysis	Plans for Improvement
92.02%	6.75%	78.95%	19.74%	True	Based on this data the district is showing a lower graduation rate and higher drop out rate when compared to the state. The district is showing approximately a 15% lower graduation rate than the state. The current dropout information reflects approximately 2.5 times higher than the state average.	<p>This area came into play as part of the corrective action plan based on our monitoring in the fall. The district's plans for improvement shall include increased academic and career counseling for special education students, a review of current participation and increase in student involvement in transition planning section of the IEP, realistic &amp; creative scheduling opportunities to allow for work experiences and meaningful curriculum. In addition to student interventions the district needs to review its data entry system and codes to ensure that students exiting the district are properly recorded. There is concern that some students leaving the district and continuing their education have been erroneously logged in as dropping out. Through our corrective action plan the district also looks to establish a Drop-out and Graduation Rate Improvement Planning team to meet quarterly during the 2006-2007 school year. The district would seek to increase graduation rates by 10% of the discrepancy from the state percentage.</p> <p>2006-2007 80.2%;</p>

						2007-2008 81.5%; 2008-2009 82.9%. Reduce drop-out rate by 10% of the discrepancy each year 2006-2007 17.82%, 2007-2008 15.9%, 2008-2009 14%.
--	--	--	--	--	--	---

### Facilities for Nonresidential Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Warren State Hospital	IU #5	3

### Incarcerated Students Oversight

The Warren County Jail is one of two facilities within the commonwealth that serves two counties, Warren and Forest counties. As a result, the Warren County School District Incarcerated Youth Program may receive youth who are or have been students in the Warren County School District, Titusville School District and the Corry School District, or may be a transient arrested by the police.

The Warren County Jail also houses prisoners on an as-needed basis from overcrowded facilities. Youth who are transferred are also eligible for services from the district if they are requested. Any young person between the ages of 16 and 21 is eligible for educational services from the district if they are residents of the jail, regardless of their original residence and length of stay at the jail.

Special education teachers are assigned to work with incarcerated students within the district at the Warren County Jail. When release dates of those students are identified, the district meets with institution representatives to coordinate services via a re-entry plan. An IEP conference follows to facilitate inclusion in the subsequent LRE placement.

Teachers of incarcerated youth are to follow the grading procedures instituted by the Warren County School District and follow the grade reporting schedule accordingly. Students enrolled in the jail program are subject to the same grading system as the other students enrolled in the District. Instructors in the program are required to submit a report of academic progress on a weekly basis to the guidance counselor assigned to the program.

Students are enrolled in the same planned course as other students in the District. The major difference is the awarding of credit for students enrolled in the program. Because of the short duration students are usually involved in the programs, students are awarded credit in increments of 1/4 credit when they leave the program. This will allow them to utilize the credits earned easier as they transfer from school to school. Students who complete the course objectives or partial completion of objectives sooner than projected can be awarded credit on an accelerated basis as allowed by Chapter 4.

Our district assigns an administrator and guidance counselor to specifically oversee the educational program at the Warren County Jail.

### Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Warren County Jail	Warren County School District	0





**Personnel Development - PA NCLB Goal #1**

<b>Topic</b>	READING: Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards			
<b>Baseline Data</b>	The PSSA results for 2005 in reading, math and writing will serve as a baseline to monitor student educational results. The following information was noted with regard to the percentage of students at or above proficiency at the various grade level: Reading Grade 3 (33%), Grade 5 (34%), Grade 8 (20%), Grade 11 (16%). Math Grade 3 (58%), Grade 5 (34%), Grade 8 (28%), Grade 11 (8%). Below basic data: Reading Grade 3 (47%), Grade 5 (46%), Grade 8 (60%), Grade 11 (63%), Reading Totals (46%); Math Grade 3 (22%), Grade 5 (29%), Grade 8 (53%), Grade 11 (81%) Math Totals (54%). The district has also been active with DIBELS and 4-Sight assessments to monitor student progress. Various trainings are offered through the district, IU, and PATTAN to support this initiative.			
<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Summer 2006, August 2006, on-going 06/07 07/08 08/09 school years.	PATTAN Staff, IU Staff, District academic coaching staff	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups	The district will monitor and like to see approximately 10% reduction of the students in the below basic levels. Math 2006/07 Below Basic 37.3%, 2007/08 33.6% and 2008/09 30.3%. Reading 2006/07 Below Basic 43.8%, 2007/08 39.5%, and 2008-09 35.6%.
The district instructional initiatives with the focus on reading, writing, math, and integrated technology will remain the focus of the Act 80 and Professional Development days scheduled for the 2006-07 school year. August 25, 26, 29 2006; October 6, 9 2006; January 25, 26 2007; May 4, 2007.	District staff and outside presenters	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	The district will monitor and like to see approximately 10% reduction of the students in the below basic levels. Math 2006/07 Below Basic 37.3%, 2007/08 33.6% and 2008/09 30.3%. Reading 2006/07 Below Basic 43.8%, 2007/08 39.5%, and 2008-09 35.6%.
February/March 2006, 2007, 2008, 2009 PSSA administration accommodations.	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	Expected results would be that staff be educated & updated on allowable with accommodations for students with disabilities for the

				administration of the PSSA each school year.
Differentiated Instruction: On-going for the 2006-07 & 2007-08 school year.	District staff & Training Facility	Instructional Staff, Administrative Staff	On-site Training with Guided Practice	Expected results would be that a core group of special education staff in collaboration with the regular education teachers participate in the district training on Differentiated Instruction during the 06/07 & 07/08 school years.
Summer 2006 Aims-web system of Progress Monitoring	District staff and Aims-web representative	Instructional Staff	Conferences	Expected results of this training will be staff participation and use of the aims-web progress monitoring system next school year. With the use of this system student achievement will be closely monitored and instructional interventions evaluated and adjusted as needed. Overall, this should lead to increased scores on the PSSA.

**Personnel Development - PA NCLB Goal #3**

<b>Topic</b>	<b>ASSISTIVE TECHNOLOGY:</b> Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs			
<b>Baseline Data</b>	We currently have an appropriately certificated staff member assigned to the Assistive Technology Program. In addition to meeting certification requirements she also has had the opportunity to attend various trainings related to assistive technology.			
<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Summer 2006	PATTAN Staff, IU Staff	New Staff, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	Continue to have a properly certificated staff member assigned the assistive technology program and have that position supported by on-going training for the 06-07, 07/08, 08/09 school years.
School Year 2006-2007	IU Staff	New Staff, Related Service Personnel	Workshops with Joint Planning Periods	Our assigned assistive technology staff member would have the opportunity to attend the monthly or bi-monthly assistive technology committee meetings held at the local intermediate unit.
Fall of each school year 06/07, 07/08, 08/09	PATTAN Staff, Assistive Technology Fair Providers	Instructional Staff, Administrative Staff, Related Service Personnel	Conferences, Attendance at the Assistive Tech Expo.	To maintain state of the art skills in assistive technology the staff member would continue to attend the Assistive Technology Expo annually as available.

<b>Topic</b>	<b>LOW INCIDENCE:</b> Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs			
<b>Baseline Data</b>	Currently we have properly certificated staff assigned to the low incidence programs provided in the district. Staff members have also had and will continue to have the opportunity to participate in professional development in their specific areas (Life Skills, Visual Impairment, Deaf & Hearing Impaired). The teacher of the visually impaired is contracted through the local intermediate unit 5.			
<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Summer 2006, 2007, 2008	PATTAN Staff, IU Staff	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	The personnel assigned to low incidence populations will continue to have proper certification and continued professional development opportunities in their specific areas.
February/March 2007, 2008, 2009	IU Staff, District	Instructional Staff, Administrative Staff,	On-site Training with Guided Practice,	The staff working with low incidence

		Related Service Personnel	Conferences	population of students will maintain current skills in administration of the PASA when appropriate.
--	--	---------------------------	-------------	---

<b>Topic</b>	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
<b>Baseline Data</b>	We currently have properly certificated staff assigned to the autistic support program. Our instructors also have attended the State Autism Conference as well as various programs and trainings offered through the IU and PATTAN.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2007, 2008, 2009 State Autism Conference	PATTAN Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Conferences	District participation and attendance each year at the conference for the 06/07, 07/08, 08/09 school years if the conference continues to be available.
Summer 2006, 07, 08, 09 attendance at various trainings held at IU #5 in the area of Autism.	PATTAN Staff, IU Staff	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	Conferences	District staff participation each year during the summer learning opportunities provided by the IU and or PATTAN in the area of Autism.

<b>Topic</b>	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
<b>Baseline Data</b>	Currently 84% of the special education teachers and 51% of the paraprofessionals providing services to special education students have reached Highly Qualified Status. Instructional staff is presently assigned based on certificates with special education only certificates providing inclusion services to content certified staff. We are fortunate to have several dually certified teachers combining special education with elementary education, middle and/or secondary level certification certificates (84%). We also have 4 special education teachers currently participating in Bridge I program to reach HQT status in areas at the middle and secondary levels. Presently we have one emergency certificate in the area of speech and language. Paraeducators: The district employs 105 aides, 65 of which are assigned to work with special education students. Fifty-one percent of the special education aides have met the criteria for Title 1 Instructional Paraprofessionals as established in NCLB. The paraprofessionals working with special education students have also had the opportunity to participate in local staff development and currently 82% have attended First Aid Training, 90% CPR training, and 86% CPI training. Specific paraprofessional trainings were also held for smaller groups (specific district needs) on Kurzweil (9%), Autism (6%), PATTAN paraprofessional training (1%), Job Coaching I (15%), Job Coaching II (15%), and Job Development (26%).

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2006, October 2006, January 2007, May 2007. The district	IU Staff, District staff	Paraprofessional	On-site Training with Guided Practice, Workshops with Joint Planning Periods,	The expected results are that the district maintains and/or increases the

will continue to offer in-service training on topics related to special education for aides.			Conferences	percentage of Highly Qualified paraprofessionals working with special needs students and continue to train new staff during the 2006-2007, 2007-2008, and 2008-2009 school years. We would look to offer First Aid, CPR and CPI trainings each year with specialized areas as needed. We expect to see paraprofessional HQTs increase to 68% during the 06-07 school year, 85% in the 07-08 school year, with 100% in place during the 08-09 school year.
August 2006/2007/2008 Paraprofessional Training at PAttan	PATTAN Staff	Paraprofessional	Conferences	Expected results would be that the school district offers and a percentage of aides attend the PAttan paraprofessional training each year as offered by PAttan.



**Personnel Development - PA NCLB Goal #4**

<b>Topic</b>	<b>BEHAVIOR SUPPORT:</b> Students with disabilities will interact with others in their school environments in an effective manner so that their behavior does not impede their learning or the learning of others			
<b>Baseline Data</b>	Current baseline information from the special education monitoring indicated 0% of long term suspensions or expulsions for special education students in the WCSD. Approximately 8% of the special education students received short term suspensions (1 to 2 days) for violation of the school discipline code. Within the district we currently offer emotional support programming at elementary, middle, and the secondary levels. During the 2005-2006 school year teams from the Central Attendance Area and the West Attendance areas attended the PATTAN series on Effective School-Wide Behavior Support. We also have on-going staff training on CPI, provided by staff members certified to instruct the CPI courses. Our district policy also provides for the development of behavior intervention plans for all students experiencing repeated patterns of school discipline violations. Also, every year the student handbooks, which include the school discipline, are reviewed with students. Through continued trainings we would expect to see continuation of 0% long-term suspensions and a 3% reduction of short term suspensions for special education students for the duration of this plan 2006-2009.			
<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Summer or Fall 2006 & 2008	CPI Trainers	Instructional Staff	Conferences	The district CPI trainers are periodically required to attend training and take a competency exam to continue with their instructor status. Expected results would be that the current instructors maintain their certification to instruct for the 06/07, 07/08, and 08/09 school years.
November, December, February, March 2007/2008	PATTAN Staff, IU Staff	New Staff, Instructional Staff, Administrative Staff	Workshops with Joint Planning Periods, Conferences	The district would have additional staff trained in Effective School-wide behavior support by the end of the 2007-2008 school year. Expected results would be a reduction in short term suspensions by 1% each year: 06-07, 7%; 07-08, 6%; 08-09 5%.
August 2007	PATTAN Staff, IU Staff, district	New Staff, Instructional Staff, Administrative Staff	Conferences	The special education back-to-school conference held by the district will contain a section devoted to completing a Functional Behavior Assessment and subsequent behavior intervention plan. Expected results would be to have staff

				training completed by August 2007 with on-going follow-up for 2008 & 2009. Expected results would also include a reduction in short term suspensions by 1% each year: 06-07, 7%; 07-08, 6%; 08-09 5%.
September/October 2006 & 2008	IU Staff, district staff, school solicitor	Administrative Staff	Conferences	Expected results would be that building administrators have reviewed the discipline code along with rules and regulations for disciplining special education students. This training is to include the use of a manifestation determination when a change in placement is being considered for disciplinary reasons. This administrative training should occur twice during this course of this plan.
On-going for 06/07, 07/08, 08/09 school years	CPI Trainers	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Expected results would be that each school year we continue to offer and certify or recertify staff on CPI.



**Personnel Development - PA NCLB Goal #5**

<b>Topic</b>	TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult			
<b>Baseline Data</b>	<p>Currently in the area of transition to school-age the district works in cooperation with the local intermediate unit to complete evaluations and prepare programs for students entering public school. Preschool transition meetings are held in February of each year and evaluations/IEPs are completed in late May or early June for services to begin when school starts in the fall. In regard to students transitioning to work, post-secondary education the WCSD will be participating in year 2 of the PA Post Secondary Survey's for Transition. All "leavers" identified by the LEA on December 1 Federal Student Data Report and those 17 or older who may have left since that report will be surveyed. "Leavers" are those students who left: with a regular diploma, aging out (at 21), dropping out, and/or those who leaving due to getting a GED. There will be an exit survey and a one year later survey. This will provide data regarding work history and benefits, continuing education history and related items, benefits received from social service agencies and mobility within the community.</p> <p>Exiting data for the 04-05 school year as reported on the Special Education Data Report noted a graduation rate of 78.9% and a drop-out rate of 19.7%. Through personnel development we would expect to see an increase in our graduations rates to 80.2% in 2006-2007, 81.5% in 2007-2008, and 82.9% in 2008-2009 and a reduction of drop-out rates to 17.82% in 2006-2007, 15.9% in 2007-2008, and 14% in 2008-2009.</p>			
<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
December/January 06/07, 07/08, 08/09 Preschool transition update training	IU Staff	Administrative Staff	Conferences	Expected results would be that the district continue to successfully transition Early Intervention Students into the public school system so that programs are in place for these students on the first day of school each school year.
October 2006 & 2008 Training on such topics as Self-Advocacy and Planning for the Future; Post Secondary Presentations (college presentations)	PATTAN Staff, IU Staff, Higher Education Staff, Transition Council	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Conferences, Dine & Discuss format	Expected results would be an through analysis of survey data and an indication of benefit of areas addressed for the duration of this plan (2006-2009). We would expect to see an increase in our graduations rates to 80.2% in 2006-2007, 81.5% in 2007-2008, and 82.9% in 2008-2009 and a reduction of drop-out rates to 17.82% in 2006-2007, 15.9% in 2007-2008, and 14% in 2008-2009.
November 2006 & 2008. Training on	Representatives from The Partnership,	Parent, New Staff, Paraprofessional,	Conferences, Dine & Discuss Format	Expected results would be an indication of

such topics as Waiver Planning, Self-Advocacy, and health care in a rural area.	Office of Mental Retardation, and Public Assistance Office	Instructional Staff, Administrative Staff, Related Service Personnel		benefit in the areas addressed via the data collected in the Post Secondary Survey for Transition. We would expect to see an increase in our graduations rates to 80.2% in 2006-2007, 81.5% in 2007-2008, and 82.9% in 2008-2009 and a reduction of drop-out rates to 17.82% in 2006-2007, 15.9% in 2007-2008, and 14% in 2008-2009.
Once annually: Visit to post-secondary programming such as Hiram G. Andrews and/or Jamestown Community College	Higher Education Staff, District staff	Parent, New Staff, Instructional Staff, Administrative Staff	On-site visit	Expected results would be an increase trend in this area of the Post-School Surveys.

### Ensuring FAPE

The evaluation and IEP process are integral parts of establishing appropriate educational opportunities and supports for students. The district provides a continuum of services and programs to address student needs and provide supports for FAPE. Special Education students in our district sometimes participate in the Warren County Career Center vocational programs if they are interested in those secondary education programs. We have also started to implement the NCLB/IDEIA regulations for Highly Qualified Teachers so that special education students will have teachers with appropriate certificates in the classroom.

FAPE is also cited in our school board policy manual: "In compliance with applicable state and federal laws the District shall provide a free and appropriate program of specially designed instruction and services to meet the needs of each student who has been determined by a placement team to be exceptional, eligible, and in need of such programming. The instructional program is to be based on the unique needs of the student."

Within the WCSD the evaluation report is taken in high regard and drives the development of the IEP. We start by looking at the regular education program with supports and services to meet the needs of students. Once a program is developed, via the IEP, the placement is determined to ensure appropriate implementation of the individualized program. Parents are provided and explained the Procedural Safeguards if there is a question regarding programming needs. Student progress is monitored through strategies outlined in the IEP, if progress is not noted or a change is necessary and IEP review meeting is convened.

At times there are students with complex disabilities and concerns that make it difficult to ensure FAPE. This is sometimes found in our area with students experiencing severe emotional disturbance, multiple disabilities, and mental health needs. For these students we work in cooperation with local agencies and programs such as CASSP to coordinate a system of planned care and intervention. Locally we have worked with facilities and programs provided through agencies such as the Gertrude A Barber Center, BOCES, Beacon Light Behavioral Health, the Achievement Center, Human Services, and Family Services of Warren. The school district has welcomed support staff from Mental Health Programs such as Wrap-Around & Mobile Therapy into the school

setting. As noted previously in this plan the district has also established a Partial Hospitalization Program with Beacon Light to provide necessary services locally.

### **Hard-to-Place Students**

The district continues to work in cooperation with area agencies to resolve and locate educational placements for hard to place students. School representatives assist with making referrals to CASSP when interagency interventions are warranted. Our administrative team in special education maintains contact information for programs in the area that may assist in finding appropriate educational placements for hard to place students. When it is clear there is a need to look outside of the school district for placements, we have first considered schools we've contracted with in the past such as the Barber National Institute, BOCES in Ashville, NY, Western PA School for the Deaf, and the local Beacon Light Intensive Treatment Program. We have supported county Human Services agency placements for students with mental health needs or multiple disabilities. We have networked with near-by school districts in a search for atypical yet highly endorsed programs. Regional support personnel have assisted locally at the direction of or with the support of the Regional Interagency Coordinators. Various options are often reviewed through the support of our local CASSP program. Students in placements continue to be tracked in our system and local involvement in the evaluations and programming development often occur via an on-site visit or phone conference.

### **Collaboration in Providing Services**

The special education department maintains an open line of communication with other child serving systems. We have, and we've relied primarily on the mental health and mental retardation systems to join up in planning for students. By working with representatives from those systems we have made plans to serve most students locally, thereby avoiding placement dilemmas. The local CASSP program has also been an effective tool when agencies need a forum for collaboration. The school district also works with mental health agencies through attendance at treatment team meetings, which are often held in school buildings. Additionally MH/MR caseworkers have been in attendance at IEP meetings when families are open cases within their system. Other collaboration opportunities have occurred with the use of surrogate parents, involvement with the local transition council, as well as agency representatives participating in or attending local trainings such as Dine & Discuss.

### **Improving Program Capacity**

The interagency approach has allowed the district to improve program capacity through the provision of additional services and programs within the school setting. It has also supported the district with planning and locating special programs for students with a low-incident disability such as multiple-disabilities, blindness, deafness, and/or severe mental health needs. We have also established a Partial Hospitalization program in collaboration with Beacon Light Behavioral Health Systems. Our ACCESS dollars have also been used to begin a school-based social work program with Family Services of Warren County.

Various agencies are also involved in school based prevention programs, providing services to at-risk students in the area of mental health needs, social skills development, and drug/alcohol awareness. The development of the Partial Hospitalization Program has enhanced our local capacity to provide a high level and quality mental health program for district students while they continue to work on academics. Agencies such as juvenile probation are active in the schools providing follow-up and support for student behavior in school. Locally, students are also supported in the school environment through various agencies (Achievement Center, Beacon Light, Gertrude Barber Center) through the provision of wrap-around aides, mobile therapy, and behavior planning. School personnel often sit in on agency meetings when intervention plans are being developed and/or reviewed. As a district we offer time and space for programs such as TSS and Mobile Therapy to meet with students during the school day. Also, as noted previously in this plan, the local CASSP program continues to be an effective tool utilized by the district for locating services for children in need.

**Coordination of Available Funds/Resources Usage**

Each year the school district submits to the Bureau of Special Education an application for Contingency Funds for Extraordinary Expenses. These funds are used to offset some of the district Special Education expenses. In addition to the funds provided through IDEA, Warren County is also part of the School-based ACCESS program. These funds are utilized to supplement and enhance the special education program in the district. This school year ACCESS funds have financially supported the Partial Hospitalization Program, School-Based Social Work, Staff development trainings, evaluation and research materials for the school psychology department, additional personnel (1/2 math specialist, contracted psychology services for preschool transition), nursing supplies, pre-referral intervention program materials for at-risk students and materials for students with identified special education needs. As a district we are finding that most of our IDEA dollars are used to sustain personnel providing services for special education students.

**Number of Students Billed to ACCESS**

298

**Ensuring Maximum Integration**

Student needs are initially reviewed with the general education environment in mind first. The multidisciplinary team and the IEP team often discuss what supplemental services would benefit students so they may participate and make meaningful progress in general education classes. As student needs dictate, more restrictive programs are discussed. The types (which) services to be provided are based on the information & recommendations gained through the student's evaluation report and/or progress notes. Once the information is reviewed and decision are made about the goals to work on the IEP team decides the appropriate location to receive the needed services. When placements appear to remove a child from the general education setting the IEP team identifies opportunities through the day for students to interact with non-disabled peers. Common times are homeroom, hallways, cafeteria, recess, special classes (art, library, physical education, music, community-based activities, and extra curricular activities). Primarily, we find our students attend the same school as their peers. As we continue to embrace the need to provide inclusive opportunities for students with disabilities in the regular setting as well as providing access to "highly-qualified" teachers, our district is moving forward on staff trainings related to differentiated instruction, inclusive practices & co-teaching.

**Least Restrictive Environment - Facilities**

<b>Facility Name</b>	<b>Type of Facility</b>	<b>Type of Service</b>	<b># of Students Placed</b>
Erie School District	Neighboring School Districts	Adjudicated Youth	1
IU #16	Neighboring School Districts	Adjudicated Youth	1
PennCrest School District	Neighboring School Districts	Adjudicated Youth	1
Corry School District	Neighboring School Districts	Adjudicated Youth	2
Beacon Light Bradford	Approved Private Schools	Emotional Support	7
WPA School for the Deaf	Approved Private Schools	Hearing Impairment Support	1
Gertrude Barber Center	Approved Private Schools	Multiple Disabilities	2
Pathways	Approved Private Schools	Emotional Support	1
BOCES	Out-of-State Schools	Multiple Disabilities	2
IU#5	Special Education Centers	Hearing Impaired Support	1
Erie Homes	Special Education Centers	Multiple Disabilities	1
Sarah Reed	Special Education Centers	Emotional Support	1
IU#8	Special Education Centers	Emotional Support	1
Keystone	Special Education Centers	Multiple Disabilities	3
Bradley Center	Other	Residential Treatment Center	2
Beacon Light Warren	Other	Private non-residential facility Emotional Support	15
Charters Valley SD	Other	Multiple Disabilities	1

**LRE Data Analysis**

<b>SE Outside Regular Classroom &lt; 21%</b>	<b>SE Outside Regular Classroom 21-60%</b>	<b>SE Outside Regular Classroom &gt; 60%</b>	<b>Special Education students in Other Settings</b>	<b>Data Analysis</b>	<b>Plans for Improvement</b>
42.34%	39.07%	18.60%	0%	Overall the district is slightly above the state percentage in students receiving their education outside of the regular education classroom less than 60% of the time (81.4 district; 79.6 state). The data indicates that WCSD is slightly lower than the state average in utilizing placements at less than 21% of the day: 42.34% district placements versus the state average of 44.4%. We were higher than the state with student placements ranging between 21 and 60% of the time. Another area where the district is showing a higher average than the state is in the use of more restrictive placements (greater than 60% outside the regular classroom). Looking at current local data the district presents as having made improvements in utilizing less restrictive environments (<21%) moving from 42 to 68%, however, more restrictive settings continue to be utilized 18.7% of the time.	Plans for improvement would seek to decrease the number of students in highly restrictive settings (60% or greater outside regular education) from the current 18.7%. We would look for a decrease in the discrepancy from the state average of approximately 2% annually in the use of more restrictive placements. 2006-2007 (17.85%), 2007-2008 (17.1%); 2008-2009 (16.36%). The district will continue to monitor the students in the < than 21% category as the discrepancy from the state average was only slight. We would seek to have impact in this area through staff development and implementation of inclusive practices such as differentiated instruction, intervention strategies, and co-teaching opportunities.

**Program Profile**

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Allegheny Valley Elementary	E	GE	I	LS	7	11	11	1.00
-	SD	Sheffield Area M/H School	S	GE	I	LS	13	18	12	1.00
-	SD	Sheffield Area M/H School	S	GE	I	LS	12	14	13	1.00
-	SD	Sheffield Area M/H School	S	GE	I	LS	14	18	12	1.00
-	SD	Sheffield Area M/H School	S	GE	I	LS	13	18	13	1.00
-	SD	Sheffield Area M/H School	S	GE	I	LS	14	18	12	1.00
-	SD	Russell Elementary	E	GE	R	LS	9	12	7	1.00
C	SD	Russell Elementary	E	GE	I	LS	7	10	5	0.50
-	SD	Sugar Grove Elementary	E	GE	R	LS	10	11	5	1.00
C	SD	Sugar Grove Elementary	E	GE	I	LS	7	9	6	0.50
-	SD	Eisenhower M/H School	S	GE	R	LS	12	14	14	1.00
-	SD	Eisenhower M/H School	S	GE	I	LS	15	18	15	1.00
-	SD	Eisenhower M/H School	S	GE	I	LS	16	18	15	1.00
-	SD	Eisenhower M/H School	S	GE	R	LS	12	18	13	1.00
-	SD	Eisenhower M/H School	S	GE	R	LS	14	16	13	1.00
-	SD	Eisenhower M/H School	S	GE	I	LS	17	18	14	1.00
-	SD	South Street Early Learning Center	E	GE	PT	LSS	5	7	5	1.00
-	SD	South Street Early Learning Center	E	GE	I	LS	5	7	2	1.00
-	SD	Warren Area Learning Center	E	GE	FT	LSS	10	12	5	1.00
-	SD	Warren Area Learning Center	E	GE	PT	ES	8	12	6	1.00
-	SD	Warren Area Learning Center	E	GE	I	LS	8	10	11	1.00
-	SD	Warren Area Learning Center	E	GE	I	LS	9	11	10	1.00
-	SD	Warren Area Learning Center	E	GE	R	LS	8	12	9	1.00
-	SD	Warren Area Learning Center	E	GE	I	LS	10	12	9	1.00
-	SD	Warren Area Learning Center	E	GE	I	LS	9	10	9	1.00
-	SD	Warren Area Learning Center	E	GE	FT	LSS	8	11	5	1.00

-	SD	Beaty Warren Middle School	M	GE	R	LS	10	13	15	1.00
-	SD	Beaty Warren Middle School	M	GE	R	LS	11	13	12	1.00
-	SD	Beaty Warren Middle School	M	GE	R	LS	12	14	12	1.00
-	SD	Beaty Warren Middle School	M	GE	R	LS	12	14	12	1.00
-	SD	Beaty Warren Middle School	M	GE	R	LS	10	14	12	1.00
-	SD	Beaty Warren Middle School	M	GE	R	LS	10	13	15	1.00
-	SD	Beaty Warren Middle School	M	GE	PT	ES	10	14	12	1.00
-	SD	Beaty Warren Middle School	M	GE	PT	ES	10	14	12	1.00
-	SD	Beaty Warren Middle School	M	GE	FT	LSS	10	13	6	1.00
-	SD	Warren Area High School	S	GE	I	ES	14	18	19	1.00
-	SD	Warren Area High School	S	GE	R	ES	14	18	19	1.00
-	SD	Warren Area High School	S	GE	I	LS	14	18	17	1.00
-	SD	Warren Area High School	S	GE	I	LS	14	18	17	1.00
-	SD	Warren Area High School	S	GE	I	LS	14	18	16	1.00
-	SD	Warren Area High School	S	GE	I	LS	14	18	17	1.00
-	SD	Warren Area High School	S	GE	I	LS	14	18	17	1.00
-	SD	Warren Area High School	S	GE	I	LS	14	18	12	1.00
-	SD	Warren Area High School	S	GE	I	LS	14	18	16	1.00
-	SD	Warren Area High School	S	GE	I	LS	14	18	17	1.00
-	SD	Warren Area High School	S	GE	FT	LSS	14	21	15	1.00
-	SD	Warren Area High School	S	GE	FT	LSS	14	21	15	1.00
-	SD	Youngsville Elem/Middle School	E	GE	I	LS	10	11	9	1.00
-	SD	Youngsville Elem/Middle School	E	GE	I	LS	11	12	10	1.00
-	SD	Youngsville Elem/Middle School	E	GE	I	LS	6	10	10	1.00
-	SD	Youngsville Elem/Middle School	E	GE	R	LS	5	9	10	1.00
-	SD	Youngsville Elem/Middle School	E	GE	R	LS	13	14	10	1.00
-	SD	Youngsville	E	GE	PT	LSS	10	12	11	1.00



		Elem/Middle School								
-	SD	Youngsville Elem/Middle School	E	GE	PT	ES	5	10	10	1.00
-	SD	Youngsville Elem/Middle School	E	GE	PT	ES	11	14	10	1.00
C	SD	Youngsville Elem/Middle School	E	GE	I	ES	10	12	2	0.50
C	SD	Youngsville High School	S	GE	I	ES	14	18	5	0.50
-	SD	Youngsville High School	S	GE	I	ES	14	18	10	1.00
-	SD	Youngsville High School	S	GE	I	LS	14	18	10	1.00
-	SD	Youngsville High School	S	GE	I	LS	14	18	10	1.00
-	SD	Youngsville High School	S	GE	I	LS	14	18	10	1.00
-	SD	Youngsville High School	S	GE	I	LS	14	18	10	1.00
-	SD	Youngsville High School	S	GE	I	LS	14	18	10	1.00
-	SD	Youngsville High School	S	GE	I	LS	14	18	10	1.00
-	SD	Youngsville High School	S	GE	I	LS	14	18	10	1.00
-	SD	Youngsville High School	S	GE	PT	LSS	14	18	10	1.00
-	SD	Youngsville High School	S	GE	FT	LSS	15	18	10	1.00
-	SD	Multiple Buildings	E	GE	I	AS	6	15	12	1.00
-	SD	Multiple Buildings	E	GE	I	AS	6	18	12	1.00
N	SD	Multiple Buildings	E	GE	I	AS	6	16	8	1.00
-	SD	Multiple Buildings	E	GE	I	SLS	7	11	44	1.00
-	SD	Multiple Buildings	E	GE	I	SLS	5	12	32	1.00
-	SD	Multiple Buildings	E	GE	I	SLS	5	18	14	1.00
-	SD	Multiple Buildings	E	GE	I	SLS	5	18	45	1.00
-	SD	Multiple Buildings	E	GE	I	SLS	5	18	33	1.00
-	SD	Multiple Buildings	E	GE	I	SLS	5	18	32	0.50
-	SD	Multiple Buildings	E	GE	I	DHIS	5	18	13	0.50
-	IU	Multiple Buildings	E	GE	I	BVIS	5	18	6	0.30

**Justification:**

age range variances reflect teacher caseload not instructional grouping

**Support Staff (District)**

School District: Warren County SD

ID	OPR	Title	Location	FTE
-	SD	Assistive Tech	Multiple Buildings	1.0
-	SD	ES Liason	Warren Area High School	1.0
-	SD	Reading	Multiple Buildings	1.0
-	SD	Vocational Liason	Warren County Career Center	0.5
-	SD	Psychologist	Multiple Buildings	1.0
-	SD	Psychologist	Multiple Buildings	1.0
-	SD	Psychologist	Multiple Buildings	1.0
-	SD	Psychologist	Multiple Buildings	1.0
-	SD	Psychologist	Multiple Buildings	1.0
-	SD	Teacher Aides/Paraprofessionals	Multiple Buildings	65.0

**Contracted Support Services**

ID	IU / Agency	Title / Service	Amount of Time per Week
-	IU 5	PT	3 Days
-	IU 5	OT	5 Days