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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

## **Student Services Report** **Thursday, September 24, 2009** **(Last Last Approved: Wednesday, July 11, 2007)**

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

# Educational Community

## Organization Description

The Warren County School District's instructional organization levels are as follows:

<u>Level</u>	<u>Grades</u>
Primary	K, 1, 2
Intermediate	3, 4, 5
Middle	6, 7, 8
High School	9, 10, 11, 12

The District is organized into four (4) administration/instructional building components:

<u>Central Attendance Area (K-12)</u>	<u>Grades</u>
South Street Early Learning Center	K-1
Warren Area Elementary Center	2-5
Beatty-Warren Middle School	6-8
Warren Area High School	9-12

<u>East Attendance Area (K-12)</u>	
Allegheny Valley Elementary School	K-5
Sheffield Elementary School	K-5
Sheffield Area Middle High School	6-12

<u>North Attendance Area (K-12)</u>	
Russell Elementary School	K-6
Sugar Grove Elementary School	K-6
Eisenhower Middle High School	7-12

<u>West Attendance Area (K-12)</u>	
Youngsville Elementary/Middle School	K-8
Youngsville High School	9-12

Two (2) additional instructional programs housed in two (2) buildings serve the students of the four (4) attendance areas. The programs housed in these buildings are:

- Gifted Program housed in the Learning Enrichment Center (K-12)
- Vocational Technical Programs are housed in the Warren County Area Vocational-Technical School (10-12)

The planned instruction and assessment programs are matched to the state requirements for primary, intermediate, middle and high school instructional levels.

## **Mission**

The mission of the Warren County School District, where today's student is our future, is to equip all students with the educational skills necessary to achieve their unique personal potential.

## **Vision**

Our vision for the future of the WCSD is optimistic while at the same time based on what can truly be accomplished by inspired people. We see a district deeply interwoven with the latest technological capabilities that prepares its students to fully participate and compete in the global economy which will greet them upon graduation. We envision a diverse and challenging curriculum offered on an equal basis to all district students and presented in a rigorous fashion by a highly motivated and qualified staff willing to test the boundaries of each of their charges. Our schools will be the envy of others who look to us for guidance in creating an environment which prepares young people to excel not only in their academic and co-curricular pursuits but also in their efforts to become productive members of society. We can visualize an atmosphere that excites students to continue their pursuit of education long after they leave the confines of our classrooms and instills in them the desire to think and learn each and every day of their lives. We dream that the WCSD will dedicate itself to a course of action which brings this vision to life and creates a legacy of pride for all the people of our county.

## **Shared Values**

- Extra-curricular activities are an essential component of education.
- Family support enhances a student's educational development.
- Interactive partnerships between school and community enhance the quality of education.
- Responsible stewardship of all available resources builds public trust and confidence.
- Schools must provide rigorous and diverse academic programs that challenge every student.
- Schools should continuously improve.
- Students should feel physically and emotionally safe in their school environment.
- Student utilization of current technology should be integrated into all curricula.

## **Strategic Planning Process**

### **Process**

The Warren County School District (WCSD) strategic plan was completed using the Cook model for strategic planning. All decisions contained in this plan were made by consensus unless otherwise noted. The WCSD Strategic Planning Team generated the Shared Values, Vision, Mission Statement, and District-wide Goals for the plan.

Once the above items were formulated, the following teams started their work to support the District goals: Professional Ed Team, Teacher Induction Team, Technology Plan, and Chapter 12 Plan. The preliminary Special Education Plan was submitted prior to the May 2006 deadline. Work on the Special Education Plan then continued in early June 2006 allowing time to address the district-wide goals.

Early in the process, the strategic planning coordinator, Dr. Hugh Dwyer, met with various groups including the School Board's Curriculum and Instruction Committee, District Instructional Management Team, and the District's Central Office Directors to generate a list of potential positions/participants for the WCSD Strategic Planning Team. The potential participants were either personally approached by Dr. Dwyer or a letter was sent to an identified organization asking for the organization to recommend a person to participate in the strategic planning process. All members of the District's Strategic Planning Team were approved by the Board of School Directors.

As of August 2008, Dr. Dwyer left the WCSD and the Board of Directors chose to reorganize the management team allowing for a Superintendent and seven directors for support. Other changes in district leadership necessitated some changes in membership for the team at the Mid-Point review meetings held in August and September of 2009. Meetings were held with members of the original steering committee and the appropriate replacement members to evaluate progress and revise the plan as detailed in this report.

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bevevino, Jodi	Child Advocate (Attorney)	Community Representative	Superintendent
Cochran, Chris	Parent and Business Owner	Parent	Superintendent
Decker, Rhonda	WCSD / Parent	Administrator	Superintendent
Diley, Kelly	Beacon Light	Community Representative	Superintendent
Donick, Mark	Parent	Parent	Administration
Evers, Jim	WCSD	Administrator	Superintendent
Freestone, Kevin	WCSD Board of School Directors	Board Member	Board of School Directors
Fry, Judy	WCSD Special Education Secretary to Director	Other	Diane Martin, Director of Special Education
Green, Rosemarie	WCSD	Administrator	Superintendent
Hamm, John	WCSD	Other	Superintendent
Hawk, Tammy	WCSD	Other	Superintendent
Hawley-Horner, Patricia	WCSD	Administrator	Superintendent
Hetrick, Amanda	Director of Secondary Education	Administrator	Superintendent
Holcomb, Andilynne	WCSD Student	Other	Principal
Jaskolka, Darrell	Youngsville High School/District SAP Coordinator	Administrator	Superintendent
Jones, Matt	WCSD	Administrator	Superintendent
Knapp, Tom	WCSD Board of School Directors	Board Member	Board of School Directors
Landin, Karen	Parent	Parent	Superintendent
Lyle, Richard	WCSD Board of School Directors	Board Member	Board of School Directors
Manelick, Jeff	WCSD	Secondary School Teacher	Rosemarie Green
Martin, Diane	WCSD Director of Special Education	Administrator	Superintendent
Mineweaser, Lori	WCSD / Parent	Other	Superintendent
Nowacki, Rick	WCEA	Regular Education Teacher	Superintendent
Pascale, Karen	WCSD	Administrator	Superintendent
Perrotti, Judy	Grandparent	Other	Superintendent
Phillips, Mark	City of Warren	Community Representative	Superintendent
School to Work Representative	School to Work	Community Representative	Superintendent

Stewart, Amy	Director of Instructional Technology / Communication	Administrator	Administration
Stimmell, Amy	Warren County School District	Administrator	Diane Martin, Director of Special Education
Stitzinger, Joan	Higher Education Council	Community Representative	Superintendent
Terrill, Robert	WCSD Superintendent	Administrator	Board of Education
Tharp, Louise	Warren Area High School	Ed Specialist - School Nurse	Peers
Tutmaher, Anna	WCSD Student	Other	Principal
Vaughn, Doug	Warren Area High School	Secondary School Teacher	Superintendent
Werner, Jack	Parent / Teacher	Parent	Amy Stewart
Werner, Mark	WCSD Student	Other	Principal
Zawacki, John	Blair Corp.	Business Representative	Superintendent

## Current Student Services

Service/Resource	Description
Achievement Center	Therapeutic Support Services (TSS); Mobile Therapy (MT)
Adult Diploma Program	Offers support to students and adults in the community who have dropped out
Alternative Education for Disruptive Youth	The district maintains an alternative education program to provide services for students who need additional support.
Assistive Technology Services	Warren County School District provides Assistive Technology Services
Attendance Officer	The district employs an attendance officer to address issues with truancy and support drop-out prevention efforts
Barber National Institute (BNI)	Therapeutic Support Services (TSS); Mobile Therapy Services (MT)
Beacon Light Agency	Provides students with TSS services.
Bollinger Enterprises Incorporated (BEi)	Provides support for mentally challenged students in terms of employment.
Career Link	Provides career information for students.
Collaboration	Common Planning Time for Educators to allow them to address academic, behavioral and social issues of students in the classroom
English Language Learners	The district has an ESL teacher who provides instructional services to students from families who speak English as a second language.
Family Services of Warren County	Provides counseling services to students and their families.
Guidance Services	Guidance counselors are available to students in grades K-12
Home and School Visitor	The district employs a home and school visitor to provide counseling services for special education students in grades K-12.
Homeless Services	The homeless liaison works with families and schools to identify

	homeless students, make them and their families aware of services and serve as a facilitator of communications between the home and the school.
Instructional	Test Modifications Adaptations such as: pre-teaching, repeating directions, oral reading of material to a student ,provision of class notes, scribes, extended time to complete assignments, academic support period providing a set of textbooks or access to online text at home.
IU5	Early intervention classes, professional development sessions in regular and special education, and liaison with PDE
Occupational and Physical Therapy	Provided by IU5
Office of Vocational Rehabilitation (OVR)	PA Vocational Rehab
PA State Police -- Warren County	Provides educational programming for students in cyberbullying, traffic and pedestrian safety and supports Crisis Planning in the WCSD
PaTTAN	Provides curricular services to teachers, administrators, and supervisors
PDE	Provides awareness for Grants, NCLB Update, Legislative Initiative
Psychological Review and Counseling	Provided by Warren General Hospital
School Based Mental Health Services	Provided by Beacon Light (a community agency) that contracts with the district to provide counseling services as an extension of the Student Assistance Program
School Nursing Services	The district maintains a staff of school nurses to provide services to students in grades K-12
School Psychology Services	A team of six school psychologists offer services to all students as needed.
School Social Worker	Additional services of a school based social worker Individual Behavioral Support Plans
Student Assistance Program	Student assistance is provided for all students in grades 6-12 and is being added for K-5 students in the coming years
Therapeutic Services	Provided by Beacon Light
Thurston House	Community resource for pregnant and parenting teens.
Warren City Police	Provides the Stay on Track program to Middle School students through their Community Service Officer
Warren Community Foundation	Provides grant monies to support initiatives within the district including parent involvement, dual enrollment scholarships, and wellness initiatives
Warren County Career Center	The district supports a Career and Technical Center to provide vocational training in 16 programs to students who select this option in their career and transition planning.
Warren County Probation Agency	Provides support for students who have encountered legal problems.
Warren Forest School to Work	Assists students with job shadowing and Career Education and Work Standards
Warren General Hospital	Provides sports related physical therapy and athletic trainers for students participating in activities

Warren/Forest Children and Youth Agency	Provides support to school age children and their families.
Warren/Forest Higher Education Council	Provides enrichment programming within the community including SAT preparation courses and other programming to support individuals and families.
Warren/Forest Mental Health Agency	Provides supports for students who have mental health needs.
Wellness Coordinator	The district employs a wellness coordinator who facilitates the activities of the wellness committee.
WIC	Provides nutritional, child care, and pre-natal services to students.

## Needs Assessment

### Reflections

There are currently no reflections selected for this section.

The needs of the Warren County School District were determined through formal and informal assessment, including staff, student, parent and community requests and suggestions. Staff involved with student services including guidance counselors, nurses and school psychologists were asked to provide input to a listing of strengths and weaknesses of district programming in Student Services.

#### Strengths:

Early Intervention Curriculum is aligned to the District curricula. The providers of Early Intervention programming are included in district professional development opportunities. An advisory board has been established for Early Intervention and the district is an active participant.

Many school buildings have transition programs in place for students as they move from elementary to middle to high school.

Alternative Education staff has been consistent for two full years and a half-time guidance position has been added to support those students.

The district maintains good relationships with community agencies and students are well serviced by behavioral health, juvenile probation and drug and alcohol.

Regular meeting times are provided for guidance staff and guidance staff across the district to help ensure communication and consistency.

#### Weaknesses:

Teachers are doing isolated activities to support these standards, but there needs to be a clear implementation plan developed for K-12 Career Education and Work Standards.

Nursing services or supports need to be more readily available to support students with more serious health concerns within the individual buildings.

More support services need to be in place for elementary students and their families for mental and behavioral health support.

## **Action Plan**

# **Goal: DEMONSTRATE CONTINUOUS IMPROVEMENT**

**Description:** All students, measured individually, shall demonstrate continuous improvement throughout their academic careers.

## **Strategy: A. Measure and Report Academic Progress Using Standardized Test Scores**

**Description:** Use standardized assessment data to measure and report individual K-12 students' academic progress and to help make instructional decisions that promote the growth of individuals.

## **Activity: Analyze Reports and Data via Technology**

**Description:** Establish goals and metrics over time, fund a resource plan to manage data as an asset. Create a position and implement software to allow those metrics to be repeatable.

Person Responsible	Timeline for Implementation	Resources
Stewart, Amy	Start: 1/1/2007 Finish: Ongoing	-

**Status:** In Progress — Upcoming

## **Activity: Electronic Portfolios**

**Description:** By 2012, 90% of all high school students will have electronic portfolios to measure their academic progress. A team of joint school improvement teams will design the contents, implementation, and utilization of the portfolios.

Person Responsible	Timeline for Implementation	Resources
Stewart, Amy	Start: 1/1/2010 Finish: Ongoing	\$30,000.00

**Status:** In Progress — Upcoming



### **Activity: On-Line Assessments**

**Description:** Employ the use of on-line formative and summative assessment when possible to provide immediate results and easier access to information.

Person Responsible	Timeline for Implementation	Resources
Stewart, Amy	Start: 1/1/2007 Finish: Ongoing	-

**Status:** Complete

### **Strategy: B. Measure and Report Academic Progress Not Using Standardized Test Scores**

**Description:** Use K-12 student academic progress assessment tools that are not based on standardized test scores and report these assessment results to individual students and collectively to the community.

### **Activity: Analyze Reports and Data via Technology**

**Description:** Establish goals and metrics over time, fund a resource plan to manage data as an asset. Create a position and implement software to allow those metrics to be repeatable.

Person Responsible	Timeline for Implementation	Resources
Stewart, Amy	Start: 1/1/2007 Finish: Ongoing	-

**Status:** In Progress — Upcoming

### **Activity: On-Line Assessments**

**Description:** Employ the use of on-line formative and summative assessment when possible to provide immediate results and easier access to information.

Person Responsible	Timeline for Implementation	Resources
Stewart, Amy	Start: 1/1/2007 Finish: Ongoing	-

**Status:** Complete

## **Strategy: C. Use of Data for Communication to Enhance Individual Instructional Program**

**Description:** Use student standardized test data and authentic assessment data to inform and receive input from individual students and parents to enhance the individual's instructional program.

### **Activity: Analyze Reports and Data via Technology**

**Description:** Establish goals and metrics over time, fund a resource plan to manage data as an asset. Create a position and implement software to allow those metrics to be repeatable.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Stewart, Amy	Start: 1/1/2007 Finish: Ongoing	-

**Status:** In Progress — Upcoming

### **Activity: On-Line Assessments**

**Description:** Employ the use of on-line formative and summative assessment when possible to provide immediate results and easier access to information.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Stewart, Amy	Start: 1/1/2007 Finish: Ongoing	-

**Status:** Complete

## **Strategy: Integrate Board Goals into Strategic Plan**

**Description:** Board goals need to be integrated into current Strategic Plan.

### **Activity: Complete board goal actions in support of "Demonstrate Continuous Improvement"**

**Description:** Survey graduates, publish an annual report, establish school improvement teams that meet monthly, prioritize administrative time in classrooms, develop and adopt a policy outlining a process for long term budget planning, develop student skills to interpret data and monitor their own individual growth and implement middle level improvements across the district.

Person Responsible	Timeline for Implementation	Resources
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Hetrick, Amanda	Start: 12/1/2009 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

## **Goal: EQUAL ACCESS**

**Description:** To develop and implement by 2008, a plan of action that will allow equal access by all students to the same diverse and challenging course offerings.

### **Strategy: B. Rigorous Curricula**

**Description:** Design or expand instructional delivery systems to create academically rigorous curricula and instruction to District students.

#### **Activity: Communication Tools**

**Description:** Implement electronic communication tools for students.

Person Responsible	Timeline for Implementation	Resources
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Stewart, Amy	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

#### **Activity: Electronic Communication**

**Description:** Implement electronic communication tools for students.

Person Responsible	Timeline for Implementation	Resources
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Stewart, Amy	Start: 1/1/2007 Finish: Ongoing	\$60,000.00
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**Status:** In Progress — Upcoming

### **Strategy: C. Instructional Delivery Systems**

**Description:** To design or expand instructional delivery systems to create academically rigorous curricula and instruction to District students.

### **Activity: Evaluate WCSD Cyber School Program**

**Description:** Administration evaluates the 2006-2007 WCSD Cyber School Program (CSP) and recommends to the Board action regarding expansion of the CSP to include opportunities for all K-12 students.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Date Comment**

9/12/2009	The WCSD Cyber School is continuing to grow and develop. The WCSD participates in a consortium with IU5 which allows students to choose from 14 providers of cyber school services. Many students have chosen to participate in a blended fashion which creates the opportunity to take some courses in the traditional means while others can be provided through the cyber program. The cyber program services far more secondary students than elementary or middle school age students.
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## **Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**

**Description:** Graduation rate will meet or exceed the PA performance threshold and show continual improvement.

### **Strategy: A. Identify and Intervene At-Risk Students**

**Description:** Identify and begin intervention for students in grades 8-12 who are at-risk of not graduating.

### **Activity: Blended Learning Opportunities**

**Description:** Provide technological supports necessary for blended learning opportunities for all students.

#### **Person Responsible Timeline for Implementation Resources**

Stewart, Amy	Start: 1/1/2007	-
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Finish: Ongoing

**Status:** In Progress — Upcoming

Date	Comment
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8/14/2009	Supports continue to be provided as needed.
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### **Activity: Career Planning and Graduation Transition**

**Description:** Implement career planning and graduation transition software at each middle and secondary school.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2007 Finish: Ongoing	\$10,000.00
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**Status:** Complete

Date	Comment
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9/12/2009	The Choices software is in place and is utilized by all students for assessment of opportunities and interests in career paths.
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### **Activity: Communication Between School and Home**

**Description:** Increase communication between school and home by providing easier access to communication devices.

Person Responsible	Timeline for Implementation	Resources
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Stewart, Amy	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

Date	Comment
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8/14/2009	Phones have been added to classrooms as buildings have been renovated.
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### **Strategy: B. Learning Opportunities for Students**

**Description:** Provide more engaging learning opportunities for students.

### **Activity: Needs Assessment**

**Description:** Administer a needs assessment regarding the need/desire for more current technology offerings at the WCAVTS and home school and then implement new programs based upon the assessment.

**Person Responsible Timeline for Implementation Resources**

Stewart, Amy	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

**Date Comment**

8/14/2009	One program added, but this needs to be on-going.
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**Activity: Student Surveys**

**Description:** Administer student surveys focused on student engagement and graduates. Tracking of graduate placements, satisfactions, and successes are scheduled to be initiated during the 09-10 school year through school improvement team efforts. Using the results of the 09-10 graduate survey as the baseline data, each year will show continued improvement.

**Person Responsible Timeline for Implementation Resources**

Stewart, Amy	Start: 12/1/2009 Finish: Ongoing	-
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**Status:** Not Started — Upcoming

**Strategy: C. Identify and Intervene At-Risk Students**

**Description:** To identify and begin intervention for students in grades 8-12 who are at-risk of not graduating.

**Activity: Identify Common Characteristics**

**Description:** Identify the common characteristics of students at-risk of not graduating.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

**Date Comment**

9/12/2009 School based teams have begun meeting at the secondary level to identify these characteristics and also examine strategies to provide additional support to these students. We are also beginning to implement elementary Student Assistance and School Based Mental Health services for K-12 students to help support student success.

### **Activity: Identify Individual Students**

**Description:** Identify individual students who are at-risk of not graduating.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	-

**Status:** In Progress — Upcoming

Date	Comment
9/12/2009	Administrators, special education staff and guidance personnel are working together on this project.

### **Activity: Individualized Graduation Plans**

**Description:** Develop individualized graduation plans for each identified student in grades 8-12. Plans include mentoring, tutoring, alternative instructional delivery systems and monitoring.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	-

**Status:** In Progress — Upcoming

Date	Comment
9/15/2009	Partial implementation of Choices and Career and Work Standards has occurred.

### **Strategy: Integrate Board Goals into Strategic Plan**

**Description:** Board goals need to be integrated into current Strategic Plan.

**Activity: Complete board goal actions in support of "Four Year Graduation Rate"**

**Description:** Develop a plan to reduce the drop out rate, develop and adopt a policy outlining a process for long term budget planning.

Person Responsible	Timeline for Implementation	Resources
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Hetrick, Amanda	Start: 8/29/2009 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

## **Goal: LIFE LONG LEARNERS**

**Description:** Within three years, develop and implement an environment that empowers each student to become a lifelong learner.

### **Strategy: A. Teach and Model Life-Long Learning, and Real World Experience**

**Description:** Empower professional staff to teach and model life-long learning and provide real world experiences for students.

#### **Activity: Access to School Curriculum**

**Description:** Create a means for students to have on demand access to instructional programs.

Person Responsible	Timeline for Implementation	Resources
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Stewart, Amy	Start: 9/1/2011 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

#### **Activity: Expand Walls of Classroom Utilizing Technology**

**Description:** Utilize technology/Internet to expand walls of the classroom and provide students with new experiences/information/processes for gathering information to solve problems.

Person Responsible	Timeline for Implementation	Resources
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Stewart, Amy	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
8/14/2009	This is on-going.

### **Strategy: B. Real World Experience**

**Description:** Provide real world experiences for students.

#### **Activity: Access to School Curriculum**

**Description:** Create a means for students to have on demand access to instructional programs.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Stewart, Amy	Start: 9/1/2011 Finish: Ongoing	-

**Status:** In Progress — Upcoming

#### **Activity: Expand Walls of Classroom Utilizing Technology**

**Description:** Utilize technology/Internet to expand walls of the classroom and provide students with new experiences/information/processes for gathering information to solve problems.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Stewart, Amy	Start: 1/1/2007 Finish: Ongoing	-

**Status:** In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
8/14/2009	This is on-going.

#### **Activity: Mobile Distance Learning Units**

**Description:** Increase the utilization of the mobile distance learning units in the classroom.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Stewart, Amy	Start: 12/1/2009 Finish: Ongoing	-
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**Status:** Not Started — Upcoming

### **Activity: Pre-K Support**

**Description:** Explore utilization of technology to expand services to include Pre-K.

Person Responsible	Timeline for Implementation	Resources
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Stewart, Amy	Start: 12/1/2011 Finish: Ongoing	-
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**Status:** Not Started — Upcoming

### **Strategy: C. Teach and Model Life-Long Learning**

**Description:** To empower professional staff to teach and model life-long learning.

### **Activity: Educator in the Workplace Program Increases**

**Description:** The number of teachers involved in the Educator in the Workplace Program increases by 100%.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

Date	Comment
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9/12/2009	Twenty teachers were involved during the Summer of 2009.
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### **Activity: Inquiry Based Learning Implemented**

**Description:** Teachers implement inquiry based learning in all K-12 classrooms for all curricula.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2007	-
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Finish: Ongoing

**Status:** In Progress — Upcoming

Date	Comment
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9/15/2009	Science Its Elementary has been implemented.
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### **Activity: Phase-In Timeline of Training**

**Description:** Administration provides inquiry based learning methodology training to administrators, teachers and instructional aides in a phase-in timeline.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** No Longer Occurring

Date	Comment
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9/15/2009	This focus has changed through district and board leadership.
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### **Activity: Professional Development Collaboration**

**Description:** Administration and teachers collaborate in planning professional development experiences that are differentiated, i.e., designed for the needs of staff members with different skill levels or assigned to different grade levels or curricula.

Person Responsible	Timeline for Implementation	Resources
Green, Rosemarie	Start: 8/6/2009 Finish: 5/1/2010	-

#### **Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	3	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Warren County School District or consulting services	<ul style="list-style-type: none"><li>School Entity</li><li>Company</li></ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Identify individual skill levels Plan for attainment of needed skill level	Individuals work best when they know their strengths and weaknesses.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>

#### Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul>	

**Status:** Complete

**Strategy:** D. Real World Experience

**Description:** To provide real world experiences for students.

### **Activity: Inquiry Based Learning**

**Description:** Teachers collaborate with community partners to expose students to lifelong learning through inquiry based learning.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

#### **Date Comment**

9/12/2009	The focus here has been from the science staff with the implemetation of the Science Its Elementary curricula and the revisions to the overall science curricula.
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### **Activity: Pre-School Community Partnership**

**Description:** The District continues and expands its partnership with the pre-school community.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** Complete

### **Activity: School-to-Work Services**

**Description:** School Board continues to contract with Warren/Forest Higher Education Council for K-12 School-to Work services.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

#### **Date Comment**

9/12/2009 The School Board has maintained the contract for these services. School to Work has continued to expand opportunities for students in the WCSD. Offerings include job shadowing, summer career camps, Industry Clubs in all four attendance areas and opportunities for educators to interact with local businesses to support instruction.

### **Strategy: Integrate Board Goals into Strategic Plan**

**Description:** Board goals need to be integrated into current Strategic Plan.

### **Activity: Complete board goal actions in support of "Life Long Learners"**

**Description:** Increase focus on customer service and communication through website improvements, develop a district newsletter, implement a cal blast system, survey constituents, increase parental access to information, develop an effective teaching newsletter, organize monthly recognitions at board meetings, develop and adopt a policy outlining a process for long term budget planning and create a foundation.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 8/30/2010 Finish: Ongoing	-
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**Status:** Not Started — Upcoming

## **Goal: STAFF IMPROVEMENT**

**Description:** The Warren County School District will by 2007-08, develop, implement, and fund a sustainable program for continuous staff improvement.

### **Strategy: B. Support Standards**

**Description:** Provide career connections in curriculum that relate to all state standards, and design and assess standards-based cross-curricular units.

### **Activity: 2. Standards-Based Cross-Curricular Units**

**Description:** Design and assess standards-based cross-curricular units.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 8/11/2006 Finish: 12/31/9999	\$12,500.00
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**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Knowledge and Skills	Research and Best Practices	Not approved Designed to Accomplish
Follow-up Activities	Evaluation Methods	

**Status:** In Progress — Upcoming

Date	Comment
9/12/2009	This is occurring at the elementary and middle levels.

**Activity: Provide Career Connections**

**Description:** Provide career connections in curriculum that relate to all state standards.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 11/6/2006 Finish: 9/6/2011	\$12,500.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Warren County School District		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

**Status:** In Progress — Upcoming

Date	Comment
9/12/2009	Several educators attended the Governor's School on the Career Education and Work

standards this summer. That group is working to develop a plan to address the formal implementation of these standards K-12.

## **Strategy: C. Measure and Report Student Progress**

**Description:** Use data and authentic assessments to measure and report student progress.

### **Activity: Reporting Student Academic Progress**

**Description:** Report K-12 student academic progress not based on standardized test scores and share these assessment results with students and parent/guardians.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2007 Finish: Ongoing	\$2,500.00
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**Status:** In Progress — Upcoming

### **Activity: Use data and authentic assessments**

**Description:** Principals and teachers will participate in professional development activity to effectively analyze data, interpret results, and communicate assessment results to both parents and students.

Person Responsible	Timeline for Implementation	Resources
Stewart, Amy	Start: 9/4/2007 Finish: 1/1/2013	\$2,500.00

#### **Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	8	585
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will be able to align their instruction to the areas of need and weakness	Research shows that the more focused we can make our instruction, based on	<i>For classroom teachers, school counselors and education specialists:</i>



as indicated by the data.

data, the more effective the instruction can be for individual students.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

#### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• Superintendent / asst. superintendents</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>

#### **Follow-up Activities**

#### **Evaluation Methods**

**Status:** Complete

<b>Date</b>	<b>Comment</b>
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9/12/2009 This has occurred and continues to occur as needed to support new staff members.

### **Strategy: E. Integrate Technology**

**Description:** Provide professional development opportunities for teachers to acquire skills necessary to successfully integrate technology into instruction.

#### **Activity: 4. Parent Communication**

**Description:** Teachers use Parentation communication with parents on a regular basis using building based plans developed collaboratively by principals and their faculties.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/11/2006 Finish: 12/31/9999	\$5,000.00
<b>Professional Development Activity Information</b>		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
<hr/>		
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<hr/>		
Follow-up Activities	Evaluation Methods	
<hr/>		

**Status:** Complete

Date	Comment
8/14/2009	Grades, attendance, discipline and demographic information is maintained and shared with parents.

### **Strategy: I. Graduation Rate**

**Description:** To improve the graduation rate students must meet or exceed Pennsylvania benchmark and show continual improvement.

#### **Activity: Counseling**

**Description:** Increased academic and career counseling for special education students.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

**Activity: Drop-out/Graduation Rate Improvement Planning Team**

**Description:** Establish a Drop-out/Graduation Rate Improvement Planning Team to meet quarterly during the 2006-07 school year.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** Complete

**Date Comment**

9/12/2009	Check and Connect training was provided for key district personnel this past summer to begin the process of formally addressing the drop-out rate. The special education students are a specific area of concern in this process.
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**Activity: Scheduling Opportunities**

**Description:** Realistic and creative scheduling opportunities to allow for work experiences and meaningful curriculum.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** Complete

**Date Comment**

9/12/2009	Principals and guidance staff meet with individual students to develop appropriate schedules to meet the needs and interests of the student.
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**Activity: Transition Planning of IEP**

**Description:** Review of current participation and increase in student involvement in transition planning section of the IEP.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

**Strategy: J. Behavior Support**

**Description:** Professional development training will be offered to enhance the abilities of students with disabilities to interact with others in their school environments in an effective manner so that their behavior does not impede their learning and the learning of others (for details see the special education plan 6/16/06 pages 16 and 17).

**Activity: Effective School-Wide Behavior Support Training**

**Description:** Additional staff will have the opportunity to participate in the Effective School-Wide Behavior Support Training Series currently offered through PaTTAN.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

**Activity: Functional Behavior Assessment and Behavior Intervention Plan Training**

**Description:** Certificated staff will be provided professional development related to completion of a functional behavior assessment and subsequent behavior intervention plan.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

**Strategy: N. Student Transitions**

**Description:** Staff development will be offered to staff to support an increase in successful transitions of students with disabilities to school-age programs, to work, to post-secondary education, and/or adult life (for details see the special education plan 6/16/06 pages 18 and 19).

### **Activity: Behavior Assessment and Intervention Plans**

**Description:** Certificated staff will be provided professional development related to completion of a functional behavior assessment and subsequent behavior intervention plan.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Early Intervention to School-Age Program**

**Description:** Selected staff will be updated annually on the transition of students from the early intervention program to school-age programs.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Self-Advocacy and Planning for Future**

**Description:** Training on topics such as self-advocacy and planning for the future: Post-secondary presentations (i.e. colleges), Waiver Planning, and Health Care in a rural area will be offered through the Dine & Discuss format.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

**Description:** Student attendance will meet or exceed the PA performance threshold and show continual improvement.

### **Strategy: A. Improve Attendance - Family Focus**

**Description:** Focus on families rather than just individuals to improve attendance.

### **Activity: Communication Among Home, Student and School**

**Description:** Promote good attendance through positive communication among home, student and school.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** Complete

Date	Comment
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9/12/2009	Communications have improved and continue to improve. The implementation of the home access center so that parents can access information about attendance at any time has been key. In addition, we are exploring the process of developing a system of calling parents when students are absent to ensure that everyone is aware of this.
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### **Activity: Proactive Communication**

**Description:** Promote the importance of good attendance on PSSA testing days through proactive communication among home, student and school.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** Complete

Date	Comment
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9/12/2009	This is completed and ongoing. Schools have addressed this in ways that they have identified as most beneficial for their constituents. Newsletter, phone calls, parent
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meetings, ongoing PSSA Family Activity nights and utilizing parent volunteers during the testing to provide snacks and monitor hallways have been some of the more successful initiatives.

## **Strategy: B. Learning Opportunities**

**Description:** Provide more engaging learning opportunities for students.

### **Activity: Needs Assessment**

**Description:** Administer a needs assessment regarding the need/desire for more current technology offerings at the WCAVTS and home school and then implement new programs based upon the assessment.

#### **Person Responsible Timeline for Implementation Resources**

Stewart, Amy	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

#### **Date Comment**

8/14/2009	One program added, but this needs to be on-going.
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## **Strategy: C. Improve Attendance - Family Focus**

**Description:** To focus on families rather than just individuals to improve attendance.

### **Activity: Attendance Officer Case Management**

**Description:** Continue active attendance officer case management.

#### **Person Responsible Timeline for Implementation Resources**

Hawk, Tammy	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

#### **Date Comment**

9/12/2009	The attendance officer continues to be a key component of strategies to reduce truancy and drop-out.
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### **Activity: District Attendance Procedure Revision**

**Description:** Change District attendance procedure so that after the 8th illegal absence day the school refers the student to Children & Youth (currently 12th day).

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	-

**Status:** Complete

Date	Comment
9/15/2009	Children are referred in accordance with the law.

### **Activity: Kindergarten**

**Description:** Target Kindergarten attendance.

Person Responsible	Timeline for Implementation	Resources
Green, Rosemarie	Start: 1/1/2007 Finish: Ongoing	-

**Status:** In Progress — Upcoming

Date	Comment
9/15/2009	Now that the district has full day kindergarten, attendance rates have improved.

## **Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

**Description:** The student participation percentage will meet or exceed the PA performance threshold and show continual improvement in required state-wide assessments.

### **Strategy: A. Identify and Target PSSA Potential Absentees**

**Description:** Identify and target students and families likely to be absent from PSSA's.

### **Activity: Proactive Communication**



**Description:** Promote the importance of good attendance on PSSA testing days through proactive communication among home, student and school.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	-

**Status:** Complete

Date	Comment
9/12/2009	This is completed and ongoing. Schools have addressed this in ways that they have identified as most beneficial for their constituents. Newsletter, phone calls, parent meetings, ongoing PSSA Family Activity nights and utilizing parent volunteers during the testing to provide snacks and monitor hallways have been some of the more successful initiatives.

## **Strategy: B. Target Absent Students/Families**

**Description:** To identify and target students and families likely to be absent from PSSA's.

### **Activity: Communication for Participation**

**Description:** Address PSSA participation in student handbooks, letters and personal contacts with parents.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	-

**Status:** Complete

Date	Comment
9/12/2009	This has been completed in various ways and continues to be an ongoing focus for our teachers and administrators.

### **Activity: Family Encouragement**

**Description:** Encourage families to make a commitment to have students at school for PSSA's.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	-

**Status:** In Progress — Upcoming

Date	Comment
9/12/2009	Individual schools have accomplished this by various means. Schools have held parent nights, distributed newsletters, and incorporated parent volunteers who supply snacks and help monitor hallways during the testing. Participation of our students has been good and these efforts will continue.

### **Activity: Student Encouragement**

**Description:** Encourage students through proactive, positive events to be in attendance for PSSA's.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** Complete

Date	Comment
9/12/2009	Buildings have implemented various activities to help students understand the importance of attendance for the PSSA testing. These have included celebrations of success and providing snacks for testing.

### **Narratives**

#### **Developmental Services**

Current developmental services support the goals of the Warren County School District through several means. They include programming with the nursing staff, counseling staff, school psychology staff, school social worker and associated services provided through the Student Assistance Program.

The nursing staff provides annual screenings for height, weight and body mass index. Vision, hearing and scoliosis screenings are provided as required, along with other health requirement compliance. Physicals and dental exams and communication with health care professionals and services throughout the county are coordinated by the nursing staff. The incoming kindergarteners are screened by the nursing staff to assess their gross and fine motor skills prior to the start of school. The nursing staff will be supported during the 2009-2010 school year with the addition of four health room assistants who will support nursing services throughout the district.

The counseling staff works to support student transitions at all levels. The staff coordinates orientation sessions, scheduling, and parent teacher conferences and helps to provide good communication between the home and school. Additionally,

the counseling staff presents materials on goal setting, career planning, and healthy lifestyle choices, such as decision making, study habits and positive relationships. They also work with students to ensure that students are accumulating the necessary credits for graduation.

The school psychologists evaluate the students referred by instructional personnel and participate in meetings to determine the degree of intervention necessary. The school psychologists also serve as resources to assist staff in the identification of strategies and the development of appropriate programming for students in instructional and behavioral realms.

Warren County does employ one school social worker who services students in grades K-12 that are serviced by the Special Education department. For the most part, she provides individual and some group counseling services to students.

The district maintains an Alternative Education Program for Disruptive Youth which services students from all four attendance areas. There is a half-time guidance counselor assigned to the program to coordinate services and provide individual and group counseling services to students.

Other personnel throughout the district work to support the programs and goals of the Student Services by serving as advisors to anti-bullying programs including The Ophelia Project, Olweus Anti-Bullying Program, Mentor-Mentee Program and Character Club. Several of the elementary schools are engaging in character education programs with their students. Middle school advisory programming is in place to teach and model the core values of respect, responsibility, accountability and integrity. Other Middle School programming supports community service and healthy lifestyles.

Outside agencies also provide programming to the district including the Warren City Police, the Warren State Police, the Youngsville Police Department and the Sheffield Police Department, Beacon Light Behavioral Health, Family Services of Warren County, Safe Place, Mental Health and Mental Retardation, and Children and Youth Services of Warren County. These programs range from Good Secrets/Bad Secrets, Stay-On-Track, cyber-bullying, Internet Safety, Safe Driving, anger management, alcohol and other drug prevention services and transition planning.

## **Diagnostic, Intervention and Referral Services**

Grade level, building level, department level and district level teams meet regularly to interpret data, discuss concerns about individual students and evaluate current programs and services. Referrals for students needing additional support are made at the building level. The team analyzes information from formative and summative assessments, reports of grades, attendance and discipline, and additional information gathered from parents, teachers and students themselves. Results are used to determine academic, social or behavioral interventions, develop classroom strategies to increase academic achievement or social skills, and/or determine the need for further evaluation. Students may be referred for alternative education, the Student

Assistance Program, special education testing, outside agencies, Chapter 15 agreements, in-patient or out-patient counseling or other community services.

Data that is collected regularly by district staff includes DIBELS, 4-Sight, PSSA, grades, and teacher and counselor observations. Portfolio assessment may be used to demonstrate progress or lack of progress over time. Based upon the interpretation of this data, students may be referred for a special education evaluation. Once the evaluation is completed, the results are discussed with the parents/guardians at a multi-disciplinary team meeting. The data presented is used by the team to determine student programming and make a recommendation for services. These recommendations may include continued regular education, Title I services, special education services or gifted education. If the student is not eligible for special education services, a Chapter 15 service agreement may also be explored as a means of supporting the student.

## **Consultation and Coordination Services**

Current services in the Warren County School District support the district's goals in many ways. The counseling staff, nursing staff, school psychologists, school social worker, alternative education staff and contracted outside agencies provide these services. The Director of State and Federal Programs, the Director of Secondary Education and the Director of Special Education collaborate in the coordination of Student Services. Individual building administrators and special education supervisors are responsible for the day to day delivery of services in their respective buildings.

Counselors offer individual and group counseling for students on a variety of age-appropriate topics. In addition, counselors serve to identify and refer outside agencies that offer services that meet additional needs of students and their families. Counselors are expected to cultivate strong relationships between the home and the school and reach out to families to help them understand how to support the education of their children. Formative and summative assessment sources such as the PSSA and 4-Sight testing reports are utilized to guide the developmental guidance and tutoring that is offered to students. Drop-out and graduation reports are maintained each year as well as follow-up surveys conducted by an outside company. The counselors participate on the SAP teams and coordinate the collection of data that documents the services accessed by students for state reporting. Career education is also a large part of the counselors' responsibilities. Career activities and college recruiting activities are sponsored throughout the district by the counselors working collaboratively with our local School to Work office.

The nursing staff is responsible for the administration of all medication as dictated by school policy. The nurses also communicate with the necessary parties any potential health problems of individuals or groups of students. They monitor reports from the PA Department of Health and coordinate any pandemic responses. The nursing staff also maintains contact with the school doctor and dental service as needed for students to receive physicals and dental screenings.

The school psychologists serve as participating members of the evaluations teams to determine eligibility for special education, Chapter 15 services and consult with the SAP teams as needed. The psychologists may consult with other district staff in regards to social, emotional, behavioral, academic, and mental health concerns. The

psychologist assists in the determination of suitable problem solving strategies and may suggest outside agencies for referrals. The psychologists serve to support crisis management teams in times of crisis within the school system or the community.

The school social worker is employed through the special education department and provides individual and group counseling for special education students in grades K-12. The social worker also makes referrals for students and families to outside agencies to provide expanded services beyond the school day options.

Direct and indirect services for special education services are coordinated through the special education supervisors. These include physical and occupational therapy, autism support, emotional support, mental retardation services and learning support.

The Alternative Education staff, which includes a guidance counselor, work with students and families to ascertain which supportive services are necessary for school success. These may include services provided at school and referrals to outside agencies.

## **Student Assistance Program**

The Warren County School District recognizes the need to provide or facilitate the provision of services for students experiencing mental health issues, alcohol and other drug issues, and/or other issues that impede learning. Therefore, the district has the Student Assistance Program (SAP) in place for grades 6-12. In the 2009-2010 school year, the district will begin administering an elementary SAP program in our largest elementary building and then district wide in the 2010-2011 school year.

Students are referred to the service by teachers, parents, administrators, self, or peers. Reasons for referrals can include academic concerns, behavioral concerns, alcohol and other drug involvement, mental health needs or unexplained changes in typical behavior.

SAP services begin at the building level with teams of teachers, guidance counselors and administrators who have been trained in SAP services. The team works to identify and refer students in need of supportive services. Some of those services are provided in-house by simply monitoring student achievement and behavior or referral to special education programming. Other needs are met in collaboration with the SAP liaison from Beacon Light Behavioral Health who assess student needs and make referrals for treatments beyond the training of school personnel. Beginning in the 2009-2010 school year, students will be able to access expanded mental health services in school during the school day. The district has contracted with Beacon Light to provide a Master's level therapist in addition to the SAP liaison that is currently in place.

The secondary teams meet twice per week and the elementary team meets upon request. The privacy of each student and his/her family is protected by law and district policy throughout the SAP process. The teams make every attempt to involve the parents in the SAP process since research has shown that one of the most significant factors in student success is the involvement of a caring adult, particularly the child's parent.

## Communication

The Warren County School District has emphasized communication with parents as a goal for all buildings and the district as a whole. Increased means of communication with parents and guardians, as well as within the district, are being established on an ongoing basis.

Information concerning the instructional programs and offerings are provided through mailings, online via the district website and through orientation sessions conducted by district employees. Parents and staff are able to access information through daily announcements at the schools, newsletters, specific letters to families, the district website, and newspaper announcements. The district has also invested in an automated calling system which can notify parents quickly and easily of emergency information, student absences from school or pending events. The district also maintains a computer based Home Access Center through the Pentamation database which allows parents to see information about grades, attendance and behavior of their student at any time.

Parent teacher organizations exist in all of the elementary buildings and Beaty Warren Middle School. All schools in the district maintain active school improvement teams which involve parents and members of the community meeting monthly with staff and administration to work on ways to enhance communication, school culture, test scores, student achievement or other needs as identified by the team.

Career assessments are administered at various points throughout the school years including the Choices program and the Armed Services Vocational Aptitude Battery Test. These results are interpreted and shared with students and parents via conferences and mailings. Career information is provided by the counseling staff, the Warren Forest School to Work staff and various community speakers in all grades with the technical aspects of the information increasing as the student grows older. School wide career days at job shadowing opportunities are offered in the secondary level to further enhance the information that is provided.

The nursing staff communicates with parents on an as needed basis on an individual level. Information that needs to be transmitted to the entire school community can be distributed through the automated phone system and the district website as well as mailings, the school newsletter and the district newsletter.

Notification of the nature and scope of student surveys is communicate to parents, guardians and students. Parents and guardians must notify the school their child attends in writing if they wish to have their student excused from participation.

Other communications to parents include: Child Find Notice, school calendar, student handbooks at elementary, middle and high school levels, updates to policies, public postings and notices and individualized test results.

Communication within the district has also been a priority for Warren County. With nearly 500 professional staff members, it can be difficult to ensure that all staff receives the same information. To that end, the superintendent has created an internal newsletter to communicate effective teaching practices and other information to all staff members.

## Assurance for the Collection, Maintenance, and Dissemination of Student Records

- By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 Pa. Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to [ra-chapter12@state.pa.us](mailto:ra-chapter12@state.pa.us)).

The Local Education Agency (LEA) assures the following:

- ☒ The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with § 12.31(a) and § 12.32
- ☒ The plan shall be maintained in compliance with § 12.31(b) and made available to PDE in compliance with § 12.31(c)

## Assurance for the Operation of Student Services and Programs

- By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 Pa. Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to [ra-chapter12@state.pa.us](mailto:ra-chapter12@state.pa.us)).

The Local Education Agency (LEA) assures that there are local policies and procedures in place that address:

- ☒ Free Education and Attendance (in compliance with § 12.1)
- ☒ School Rules (in compliance with § 12.3)
- ☒ 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)

- The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

- ☒ The Student Services Report complies with § 12.41(b), § 12.41(c), and § 12.42 (consistent with the Early Intervention Services System Act (11 P.S. § § 875-101—875-503))
- ☒ Consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (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))

## Supporting Documents

### Supporting Documents - Attachments

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