

Warren County SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

6820 Market Street
Russell, PA 16345
(814)723-6900
Superintendent: William Clark
Director of Special Education: Patty Hawley

Planning Process

The Warren County School District Board of Directors approved a Comprehensive Planning Team in 2015. The approved district team was comprised of Board members, administrators, teachers, support staff, students, community members and business leaders. Members of the group met consistently to develop core elements of the plan. Data was collected at both the District and school levels. Accomplishments and concerns were developed and serve as the foundation for the development of the district-wide goal.

Mission Statement

The Mission of the Warren County School District is to educationally empower all students to think critically and solve problems through a rigorous curriculum that will provide them with the skills necessary to graduate and pursue a career of their interest.

Vision Statement

The vision for the future of the Warren County School District is based on what can be accomplished by our community working collaboratively toward a common goal of educational excellence.

We see a district deeply interwoven with the latest educational practices and technological capabilities, that prepares its students to fully participate and compete in the global economy.

We envision a diverse and challenging curriculum, presented in a vigorous fashion by a qualified and motivated staff dedicated to encouraging all students to reach their potential.

The District will foster an environment that 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 visualize an atmosphere that motivates students to continue their pursuit of education after they graduate, and instills in them the desire to expand their knowledge every day.

The Warren County School District will dedicate itself to a course of action that brings this vision to life and creates a legacy of pride for all members of our community.

Shared Values

All students pursue their unique potential and achieve personal success by setting attainable goals, understanding financial responsibility, communicating effectively, and developing 21st Century Skills.

All members of the professional learning community will exceed expectations while seeking opportunities to grow professionally by developing and delivering consistent, high quality, engaging instruction; analyzing data and creating meaningful assessments; and staying current in their content areas through curriculum development.

We believe engagement with the Warren County community is critical to the success of our students and our schools. We will achieve this through parent involvement, communication between home and school, educational and business partnerships that enrich student opportunities, and parent/school partnerships to enhance student achievement.

Educational Community

The Warren County School District (WCSD) is a rural school district in Northwestern Pennsylvania spanning 774 square miles. The population in the district has declined approximately 9% since 2000. Student enrollment has dropped by approximately 19% over the past nine years as well, which has led to staffing reductions. Approximately 47% of students in the district's eleven buildings qualify for free and reduced lunch.

While the WCSD is one of the largest employers in the county, the community is home to several large manufacturing facilities, such as National Forge, Betts Industries, and United Refining. There are several small home grown industries, such as Whirley-DrinkWorks!, as well as a number of locally-owned oil and gas producers. The local Chamber of Commerce is currently working to expand tourism in Warren County through the formation of the Warren County Council on Tourism.

Local employers have provided outstanding cooperative education placements for Warren County Career Center students by using community resources, such as the local chamber. The chamber and local churches have also assisted the district in raising funds for and distributing weekend backpacks of food for elementary students who receive free or reduced lunches. The Student Assistance Program coordinates with outside agencies such as CASSP, to provide student services and strong supports for students in need.

The WCSD serves approximately 4,574 students in grades K-12. The largest population of students (96.4%) identify as White (not Hispanic). Of the overall student population, 46.63% students are identified as Economically Disadvantaged and another 16.97% as needing Special Education services. Over the past ten years, the district has consolidated schools from twenty-one to eleven school buildings. Of the WCSD's four attendance areas, two have K-12 educational complexes; the others have a variety of educational campuses within close proximity of each other. Both formats allow for a greater coordination of services and programs for students within the district.

The WCSD middle school program continues to receive recognition as "Don Eichhorn Schools to Watch", and one WCSD high school has applied for the Blue Ribbon award. The Warren County Career Center (WCCC) offers thirteen vocational clusters for the district's career and technical education students. The WCCC has experienced an increase in enrollment over the past two years.

Students can access a wide variety of athletic programs and club activities, regardless of their home ZIP code, thanks to the many community organizations and groups that exist within the four different communities that make up Warren County. One such organization, the Salvation Army Cobham Program, offers programs after school that provide student assistance in academics as well as music lessons. The various communities have stepped up to support athletics and the arts through booster organizations. The county chamber provides funding in support of a dual enrollment program through St. Bonaventure University, which is open to all qualifying Warren County students.

Planning Committee

Name	Role
Jenna Albaugh	High School Teacher - Special Education : Professional Education
John Anderson	Board Member : Professional Education
Jennifer Barrett	Community Representative : Professional Education
Laura Bierbower	Ed Specialist - School Counselor : Professional Education
John Bonavita	Ed Specialist - School Counselor : Professional Education
Bobby Bower	Student : Professional Education

William Clark	Administrator : Professional Education
Leslie Collopy	Administrator : Special Education
Brian Collopy	Administrator : Professional Education
Joe Colosimo	Business Representative : Professional Education
James Decker	Community Representative : Professional Education
Jennifer Dilks	Instructional Coach/Mentor Librarian : Special Education
Jennifer Dilks	Parent : Professional Education
Jim Evers	Building Principal : Professional Education
Tom Fadale	Administrator : Special Education
Rick Gignac	Middle School Teacher - Regular Education : Professional Education
Chris Haslett	Parent : Special Education
Chris Haslett	Parent : Professional Education
Crystal Howe	High School Teacher - Regular Education : Professional Education
Kristine Kifer	Ed Specialist - Other : Special Education
Kristine Kifer	Ed Specialist - Other : Professional Education
Robert Klebacha	Business Representative : Professional Education
Ellen Koontz	Special Education Secretary to Director : Special Education
John Lasher	Community Representative : Professional Education
Erik Leamon	Administrator : Special Education
Matt Madigan	Middle School Teacher - Regular Education : Professional Education
Amanda McBriar	Elementary School Teacher - Regular Education : Professional Education
Matt Menard	Ed Specialist - School Counselor : Special Education
Matt Menard	Ed Specialist - School Counselor : Professional Education
Julie Mineo	Ed Specialist - School Psychologist : Special Education
Eric Mineweaser	Administrator : Professional Education
Ruth Nelson	Administrator : Special Education
Steve O'Nuffer	Middle School Teacher - Regular Education : Professional Education
Mary Ann Paris	Board Member : Professional Education
Michele Petrishen	High School Teacher - Regular Education : Special

	Education
Andrew Pollard	Elementary School Teacher - Regular Education : Professional Education
Jewel Rozanski	High School Teacher - Regular Education : Professional Education
Lisa Smith	Administrator : Special Education
Amy Stewart	Administrator : Professional Education
Heather Stover	Administrator : Special Education
Laura Suppa	Parent : Professional Education
Lynette Swab	High School Teacher - Special Education : Special Education
Louise Thrap	Ed Specialist - School Nurse : Professional Education
Shelly Wagner	Building Principal : Professional Education
Greg Waterman	High School Teacher - Regular Education : Professional Education
Gary Weber	Administrator : Professional Education
Sandra Wilks	Administrator : Special Education
Michael Zamborik	Board Member : Professional Education
Donna Zariczny	Board Member : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The District has not evaluated Family and Consumer Science at the K-2 level. Special Education will begin mapping in the areas of alternate academic content standards for math and reading. Due to the lack of English Second Language students, the District has elected not to map at this time.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished

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

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

The District has not evaluated Family and Consumer Science at the 3-5 level. Special Education will begin mapping in the areas of alternate academic content standards for math and reading. Due to the lack of English Second Language students, the District has elected not to map at this time.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent

American School Counselor Association for Students	Non Existent	Developing
English Language Proficiency	Non Existent	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

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

The District has not evaluated World Language at the middle level. Special Education will begin mapping in the areas of alternate academic content standards for math and reading. Due to the lack of English Second Language students, the District has elected not to map at this time.

High School Level

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

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

Special Education will begin mapping in the areas of alternate academic content standards for math and reading. Due to the lack of English Second Language students, the District has elected not to map at this time.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

N/A

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The District is involved in the process of updating the curriculum across all grade levels to reflect the PA core standards. Core mapping is in the process of being completed using the Curriculum Connector package contained within the Performance Plus software. All core teachers will be expected to complete diary mapping. Common assessments are completed in Mathematics and will be expanded to other core areas.

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

N/A

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
-----------------------------------	---------------

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

Processes used to ensure Accomplishment:

The District is involved in the process of updating the curriculum across all grade levels to reflect the PA core standards. Core mapping is in the process of being completed using the Curriculum Connector package contained within the Performance Plus software. All core teachers will be expected to complete diary mapping. Common assessments are completed in Mathematics and will be expanded to other core areas.

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

N/A

Middle Level

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

Processes used to ensure Accomplishment:

The District is involved in the process of updating the curriculum across all grade levels to reflect the PA core standards. Core mapping is in the process of being completed using the Curriculum Connector package contained within the Performance Plus software. All core teachers will be expected to complete diary mapping. Common assessments are completed in Mathematics and will be expanded to other core areas.

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

N/A

High School Level

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

Processes used to ensure Accomplishment:

The District is involved in the process of updating the curriculum across all grade levels to reflect the PA core standards. Core mapping is in the process of being completed using the Curriculum Connector package contained within the Performance Plus software. All core teachers will be expected to complete diary mapping. Common assessments are completed in Mathematics and will be expanded to other core areas.

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

N/A

Modification and Accommodations

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

Planned instruction in the Warren County School District typically refers teachers to the specifically designed instruction that has been developed in the Individualized Educational Plan (IEP) or the Gifted Individualized Educational Plan (GIEP). These pages typically include a listing of adaptations and modifications that will work well for a particular student to improve their opportunity to succeed in accessing and mastering the curriculum. The curriculum maps will include a list of suggested formative and summative assessments that allow individual teachers some freedom in choosing how to best assess the mastery of skills.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction

- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Regular Lesson Plan Review

- Administrators

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

Building administrators perform formal classroom observations and walkthroughs focusing on instruction. Charlotte Danielson's framework is integral to the district evaluation process and focuses on instruction. Instructional coaches provide professional development in a variety of individual and group settings to assist teachers with implementing best practices.

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

We have no plans at this time to implement the peer evaluation process.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

N/A

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was N/A)

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was N/A)

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in less than 50% of

	district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50% of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in less than 50% of district classrooms

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

The District is comprised of relatively small high schools with limited numbers of student sections. The small size of the schools presents challenges to implementing many structured grouping strategies. The District relies on flexible grouping and differentiated instructional strategies at the high school level. Professional development is provided in order to improve these strategies.

Recruitment

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

The District successfully attracts Highly Qualified Teachers (HQT). The District's HQT percentage is excellent. Building administrators are permitted flexibility to assign teachers to classes which they are certified to teach and where they demonstrate strength. The District provides teachers with professional development on collecting, analyzing and utilizing data to identify and guide instructional decisions. District staffing is guided by the maxim of matching teacher strengths with student needs.

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses			
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	5.00	5.00	5.00

Science	5.00	5.00	5.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	12.00	12.00	12.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Local Assessments

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

World Language		X				
----------------	--	---	--	--	--	--

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	
Keystone Exams			X	X
Teacher Assigned Essays	X	X	X	X
Teacher Made Quizzes/Tests	X	X	X	X
Portfolios	X	X	X	X
Research Papers			X	X
Essays and Compositions	X	X	X	X
Common Assessment Math			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
KWL Charts	X	X	X	X
Entrance/Exit Cards	X	X	X	X
Teacher Observation	X	X	X	X
Discussion	X	X	X	X
Graphic Organizers	X	X	X	X
Summarizing/Retelling	X	X	X	X
Authentic Assessments	X	X	X	X
Journaling	X	X	X	X
Outlining/ Notetaking	X	X	X	X
Success Maker	X	X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Test (CDTs)			X	X
Teacher Developed Pre-Assessments of Prior Knowledge	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

District level curriculum coordinators provide content area leadership under the umbrella of the Director of Curriculum, Instruction and Assessment. The curriculum coordinators lead the process of developing the planned instruction for each curricular area.

Instructional coaches collect district data and provide information to teachers and administrators in order to help them create data action plans. Middle level teachers are provided a common planning time to review data as a grade and department to make instructional decisions.

Development and Validation of Local Assessments

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

N/A

Collection and Dissemination

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

The data for the District is collected and housed in Performance Plus. The software generates a number of reports about student progress, strengths and weaknesses. Teachers are expected to use this information to analyze student progress and develop learning plans for specific weaknesses in student performance. Building level administrators meet with teachers and work through a process whereby they consider the needs of their building and set building goals for improvement of instruction or achievement of a particular set of skills.

District leaders look at the data of all of the buildings and use that data to focus professional development and instructional initiatives.

Data Informed Instruction

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

Teachers identify specific skills that students need to develop based upon the assessment data that is provided to them. Teachers create action plans for individual students or groups of students who are deficient in common areas. Teachers demonstrate through planning, instruction and assessment that remediation has been offered. Teachers adjust instructional strategies for continued remediation if students are unsuccessful in mastering the skills. Teachers regularly analyze student data to determine progress of skill mastery.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

The assessments are reported by anchor, and teachers determine the needs of all students. Principals and teachers discuss strategies during team meetings, faculty meetings, and professional development sessions. Teachers identify levels of proficiency and modify and align instruction to student needs. On-line remediation is provided when needed.

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

The District will continue to review planned instruction and curriculum to align courses to PA Core Standards, where applicable. Curriculum coordinators will work with teachers in their area of expertise to review core maps, develop diary maps and common assessments.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Each year, the District publishes an assessment calendar listing the assessment windows on the District website and in the student handbook. The District works with the local newspaper prior to test administration to emphasize the importance of the assessment to parents and students. As a follow up, a call blast system is utilized to communicate with families. Teachers utilize electronic and paper communication within their classroom to communicate with parents and students. Building administrators offer informational sessions about the assessments and provide resources for additional information about the assessments.

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

The only place that the District does not specifically address summative assessments is in the course description guides. There are no specific plans at this time to include information about summative assessments.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

Schools have created School Improvement Plans with data-driven strategies to improve areas of weakness. As part of the QZAB program, the District has partnered with the National Education Foundation to provide support through the use of SuccessMaker. The District has secured funding for after-school programming through the 21st Century Grant Community Learning Center grant.

Programs, Strategies and Actions

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

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

Peer helper programs are in place where building principals and teachers have taken the initiative. The programs in place may be modeled and formalized for the secondary level. The District is served by three police departments, the state police and the sheriff's department. Due to its geographic size and the number of high schools, one officer cannot cover the entire district. One of the four attendance areas has approached the district to form a potential partnership to split fees to secure services of a School Resource Officer (SRO).

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

Identification of Gifted Students

Students in the Warren County School District may be referred for screening for Gifted Support Services by parents, teachers, or administration.

- A screening is requested by parent, teacher, or administration
- Gifted Support staff sends a request for Permission to Screen
- Permission to Screen is granted
- Gifted Support staff reviews student records and uses the Kauffman Brief Intelligence Test (K-BIT) to identify students who may need to have a full evaluation by a School Psychologist.
- Students scoring 120 on K-BIT are recommended for full evaluation. (120 allows for the 90% confidence interval of the K-BIT)
- Gifted Support staff informs parent, teacher, and administrator of results of screening
- Gifted Support staff requests Permission to Evaluate from parents
- Permission to Evaluate is granted
- Records are sent to Central Office and a School Psychologist is assigned to complete the Evaluation within 60 days
- A Gifted Multi-Disciplinary Evaluation (GMDE) Team meets to review the results of the Evaluation and makes a recommendation for the need for Gifted Support Services.
- The GMDE Team consists of:
 - Parents
 - Regular Education Teacher
 - Gifted Support Teacher
 - School Psychologist
 - Administrator
- The determination is based on guidelines provided by the Pennsylvania Department of Education's Gifted Guidelines, as noted above.

Approximately 100 students are referred for screening each year. Permission is granted for approximately 90% of these students. 20-30% of these screenings are recommended for full evaluations. Approximately 10-15% of these students are identified as requiring Gifted Support services.

Elementary and Middle Level Programming

Mondays

– Students in Kindergarten through Grade 2 attend Gifted Support enrichment programming at the LEC. Students work with each of the five staff members currently assigned at the LEC. They receive programming in: Language Arts, Mathematics, Social Studies, Science, and the Fine and Performing Arts.

Tuesdays

– Students in Grades 3 and 4 attend Gifted Support enrichment programming at the LEC. Students work with each of the five staff members currently assigned at the LEC. They receive programming in: Language Arts, Mathematics, Social Studies, Science, and the Fine and Performing Arts.

Wednesdays

– Students in Grades 5 and 6 attend Gifted Support enrichment programming at the LEC. Students select from a menu of semester length courses. Current course offerings include: Can You Count in Greek?; Scholastic Math; Math Competition Team; Bird Identification; Science Investigations; Genetics and Evolution; Ceramics; Fiber Arts, Rosetta Stone Foreign Language software; Culinary Arts; Creative Writing; Journalism; Technology Projects; Warren County History; The Stock Market Game; and Personal Psychology.

Thursdays

– Students in Grades 7 and 8 attend Gifted Support enrichment programming at the LEC. Students select from a menu of semester length courses. Current course offerings include: Math Competition Team; 10 Things Every Mathematician Should Know; Shapes, Angles, and Rene Descartes; Bird Identification; Dendrology; Rosetta Stone Foreign Language software; Calligraphy; Ceramics; Fiber Arts; Culinary Arts; Journalism; Creative Writing; Technology Projects; Personal Psychology; and The Stock Market Game.

High School Level Programming

High school gifted student needs are met through the following:

- Grade level acceleration
- Subject specific acceleration
- Blended learning opportunities
- Curriculum compaction
- Participation in academic competitions
- Dual enrollment opportunities
- Individualized GIEP elements

Developmental Services

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Student Assistance Program	X	X	X	X
----------------------------	---	---	---	---

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters				
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Social Media	X	X	X	X
--------------	---	---	---	---

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Classroom teachers and individuals providing interventions meet annually, or as needed, to identify student needs, set goals, develop targeted intervention strategies, and then communicate those strategies to appropriate personnel. Progress toward goals is monitored at regular intervals, as appropriate for the interventions and as indicated by the team.

There are many types of teams that meet and function in this capacity, including, but not limited to:

- Child Study
- Individualized Education Plan (IEP)
- Gifted Individualized Education Plan (GIEP)
- Student Assistance Program (SAP)
- Truancy Elimination Plan (TEP)
- Outside agency initiated planning
- Transition planning

The District values the opportunity to build and maintain relationships with outside agencies and commits time and resources to continually improve communication and collaboration to benefit the students in Warren County.

Community Coordination

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

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

The District works with community preschool programs and early intervention services to ensure that children are assessed for specific skills and standards prior to their transition to elementary school. Assessment data is shared with the district teachers when the students transition to the WCSO. Both community programs and the District hold annual transition meetings to ensure that teachers are aware of the needs and accomplishments of the students arriving from preschool. The District hosts several of the area Head Start classrooms in its buildings and has trained administrators in the Early Childhood standards. There are few efforts to communicate with community-based after school programs regarding specific student curricular or behavioral needs of students. There are a large number of programs in several communities, making it a significant task for district staff. The District has applied for and received two successful cohorts of the 21st Century Community Learning Centers Grant (21CCLC), which provides an afterschool program for the neediest children, both financially and academically. 21CCLC locations are offered throughout the district, and encourage participation from the local charter and parochial schools. 21CCLC activities are linked to classroom achievement and activities, when possible. Linkages are accomplished through regular communication between grant and District staff, which ensures that homework is completed and specific remediation is

provided where needed after school.

Warren County is served by a Workforce Investment Board (WIB), and programs are provided in workforce development for middle-level students through Industry Clubs. High school students are served through various cooperative education experiences, job shadowing and externships.

Afterschool/Summer Program

The District is currently in its second successful cohort of the grant funded 21st Century Community Learning Centers (21CCLC) program, serving students in grades 2-5. Available during six weeks in the summer, and for days per week during the school year, 21CCLC provides children with a safe environment after school, a light snack, and activities. The most recent 21CCLC cohort focuses on STEM projects, character education, and service learning, and will be offered through September 2017.

Preschool Agency Coordination

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

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

The WCSD does not operate a pre-kindergarten program, nor does it contract for pre-kindergarten services from any community agencies or organizations. The District and local agencies serving preschool age children have organized a pre-school transition process, involving meetings for incoming kindergarten students to determine continued eligibility of services. Transition meetings are held by the end of February, prior to the students entering kindergarten. Transition teams review the current IEP, future service options, and transition to the new educational setting. With parental consent, the district then begins review of current educational programming and assessment data.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

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

Provide explanation for processes used to ensure Accomplishment.

District curricular materials and resources are carefully selected by the faculty and administration and recommended for approval by the Board of Education. The resources and materials are aligned to the PA Core, academic standards, and anchors covered within the curriculum to help achieve student mastery.

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

N/A

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

District curricular materials and resources are carefully selected by the faculty and administration and recommended for approval by the Board of Education. The resources and materials are aligned to the PA Core, academic standards, and anchors covered within the curriculum to help achieve student mastery.

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

N/A

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing

A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

District curricular materials and resources are carefully selected by the faculty and administration and recommended for approval by the Board of Education. The resources and materials in mathematics are aligned to the PA Core, academic standards, and anchors covered within the curriculum to help achieve student mastery.

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

N/A

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

District curricular materials and resources are carefully selected by the faculty and administration and recommended for approval by the Board of Education. The resources and materials in mathematics are aligned to the PA Core, academic standards, and anchors covered within the curriculum to help achieve student mastery.

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

N/A

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of

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

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

Further explanation for columns selected "

Teachers are currently given the necessary resources and materials and have not identified the need to fully utilize the SAS portal.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district

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

	district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The Board of Education provides the necessary resources and materials, and the instructional leaders have reviewed the SAS portal and made recommendations to utilize the most appropriate components.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district

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

Further explanation for columns selected "

The Board of Education provides the necessary resources and materials, and the instructional leaders have reviewed the SAS portal and made recommendations to utilize the most appropriate components.

High School Level

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

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

Further explanation for columns selected "

The Board of Education provides the necessary resources and materials, and the instructional leaders have reviewed the SAS portal and made recommendations to utilize the most appropriate components.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the	X	X	X	X

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

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

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

The District provides relevant professional development for all professional employees based on current needs. Needs are evaluated at both the building and district level by instructional coaches and administration. A current needs assessment given to all professional staff, state mandates, and student assessment data are all utilized to determine current needs. Administrators participate in PIL/NISL courses as well as ongoing professional development based upon Board goals.

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

Curriculum for the gifted support program will be incorporated into the already established curriculum review cycle.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
4/9/2015 Additional training was held in 2013 and 2014
8/27/2015 Training is now available on-line and not date specific
8/29/2015
The LEA plans to conduct the required training on approximately:
10/9/2015 Additional training is provided on an as needed basis

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

Questions
The LEA plans to conduct the training on approximately:
11/13/2015

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

Questions
The LEA plans to conduct the training on approximately:
8/29/2016 To be determined

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Professional development activities are focused on positively impacting student achievement. This is accomplished by a need assessment prepared for our professional staff, administrative observations, and a review of student assessment data. Professional development activities are then developed to promote development in the areas of identified need. These activities are supported and monitored by building principals who conduct walkthroughs and observations during the professional development sessions and during classroom instruction using the Educator Effectiveness Model. This creates a learning environment that provides the professional staff with clear expectations related to teacher practice and staff implementation. Through teacher observations and evaluations and student performance on state and local assessments, professional education is evaluated to determine its impact on teaching and learning.

Professional development also focuses on areas that are new implementations, such as the Teacher Effectiveness Model, PA Common Core State Standards, Act 126, and Act 71.

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

The district will develop a process to evaluate and determine that providers have the capacity to present quality professional development.

With the addition of three additional instructional coaches, additional resources are now available to provide professional development activities. Activities will support implementation of strategies identified in the action plan and provide ongoing support to teachers regarding implementation.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

The Academic coaches provide newly hired teachers a day long professional development orientation program prior to the start of school. During this initial training, teachers are introduced to Central Office staff and Union representatives. They are given their induction manuals, view a FERPA video and receive their computer login information. The teachers are then guided through the following online components: Access +, Pentamation, PDE website, WCSD website, Successmaker, Study Island, Performance Plus and various data websites.

Academic coaches provide monthly follow up meetings with new teachers for continuous support throughout their first year of teaching. In addition to these monthly meetings, new teachers are provided a mentor within their buildings. Between the new teacher induction program and the monthly mentoring meetings, a wide range of topics are covered including teaching methods, strategies, district policy, building routines, community interest, special education laws, data analysis, and students rights and responsibilities.

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

N/A

Needs of Inductees

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

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

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

Classroom assessment data, including formative and summative data, are reviewed during faculty meetings, mentoring meetings, and as a part of the new teacher induction program. Inductees are provided with the opportunity to observe master teachers, as well as, to receive frequent observations by academic coaches and/or their mentor to identify needs. Building administrators observe, with a focus on instructional practice, numerous times throughout the school year using formal and informal observations.

Upon completion of their first year of teaching, inductees complete surveys to provide feedback on relevancy and support provided throughout the school year.

During many of the monthly induction meetings with the coaches, second year teachers attend to offer suggestions, provide reflections, and to continue with their professional development.

Regular meetings with mentors and coaches are provided to reflect upon instructional practice and to identify needs of the teachers.

Each week, inductees are required to submit lesson plans to their building administrator. All inductees review instructional activities, lesson plans, professional growth, school district initiatives, and data, including state assessment data, tied to student achievement with their building administrator.

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

N/A

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.

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

Mentor teachers are traditionally selected by administrators. Teachers that are selected are chosen based on their accomplishments and ability to interact with others. Potential mentors must accept additional responsibility through a supplemental contract.

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

Some mentors and inductees do not have compatible daytime schedules. Mentors do not complete mentor training or have previous related experience. The district will develop a program to provide training to mentors. Mentors have similar certifications and assignments when possible.

Induction Program Timeline

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

If necessary, provide further explanation.

N/A

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

District instructional coaches review the induction program annually to determine effectiveness of the program. Due to the lack of new hires within the district over the past several years, the induction program has not been fully implemented.

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

In order to meet Science, English Language Arts, and Math state targets, teachers need time to plan and review planned instruction aligned with curriculum maps.

There is a lack of consistent application of instructional strategies across the K-12 learning environment.

There is a need for consistent assessments to be utilized across the District.

There is a pattern of stagnant performance in the areas of ELA, math and science across all schools and most grade levels.

District Accomplishments

Accomplishment #1:

The District is making progress toward closing the achievement gap between subgroups.

Accomplishment #2:

The District has expanded its Advanced Placement, Dual Enrollment, College in the High School, and virtual course offerings for secondary students.

Accomplishment #3:

Professional development in SLO's has increased teacher awareness regarding the need for progress monitoring and the importance of data collection.

Accomplishment #4:

The District is seeing increases in graduation, attendance, and promotion percentages.

Accomplishment #5:

Initial professional development has been provided to staff in RTII (MTSS) in each elementary building in the district.

Accomplishment #6:

Some district buildings have been recognized for accomplishments by Schools to Watch and Blue Ribbon Schools.

District Concerns

Concern #1:

The District is in the process of implementing the RTII / MTSS model. During the beginning of the 2014-15 school year, 48% of **kindergarten** students qualified for Tier 2 and 3 strategic and intensive support. In the middle of the year, 41% of the same students still qualified for Tier 2 and 3 supports. By the end of the 2014-15 school year 27% of the same students still qualified for Tier 2 and 3 supports.

During the beginning of the 2014-15 school year, 50% of **first** grade students qualified for Tier 2 and 3 strategic and intensive support. In the middle of the year, 40% of the same students still qualified for Tier 2 and 3 supports. By the end of the 2014-15 school year 37% of the same students still qualified for Tier 2 and 3 supports.

During the beginning of the 2014-15 school year, 37% of **second** grade students qualified for Tier 2 and 3 strategic and intensive support. In the middle of the year, 37% of the same students still qualified for Tier 2 and 3 supports. By the end of the 2014-15 school year 38% of the same students still qualified for Tier 2 and 3 supports.

During the beginning of the 2014-15 school year, 34% of **third** grade students qualified for Tier 2 and 3 strategic and intensive support. In the middle of the year, 28% of the same students still qualified for Tier 2 and 3 supports. By the end of the 2014-15 school year 32% of the same students still qualified for Tier 2 and 3 supports.

Concern #2:

The average of 61% for the PSSA Reading Assessment for grades 3-5 over the last nine years is a concern. The average of 76% for the PSSA Reading Assessment for grades 6-8 over the last nine years is also a concern. The average of 66% for the Literature Keystone Assessment over the last two years is a concern as well.

Concern #3:

The average of 75% for the PSSA Math Assessment for grades 3-5 and for grades 6-8 over the last nine years is a concern. The average of 60% for the Keystone Algebra I Assessment over the last two years is also a concern.

Concern #4:

The average of 45% for the Biology Keystone Assessment over the last three years is a concern.

The average of 64% for the PSSA Science Assessment for grade 8 over the last seven years is also a concern. These are both significantly lower than the PSSA Science Assessment results of 86% for grade 4 over the last seven years.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

The average of 61% for the PSSA Reading Assessment for grades 3-5 over the last nine years is a concern. The average of 76% for the PSSA Reading Assessment for grades 6-8 over the last nine years is also a concern. The average of 66% for the Literature Keystone Assessment over the last two years is a concern as well.

The average of 75% for the PSSA Math Assessment for grades 3-5 and for grades 6-8 over the last nine years is a concern. The average of 60% for the Keystone Algebra I Assessment over the last two years is also a concern.

The average of 45% for the Biology Keystone Assessment over the last three years is a concern. The average of 64% for the PSSA Science Assessment for grade 8 over the last seven years is also a concern. These are both significantly lower than the PSSA Science Assessment results of 86% for grade 4 over the last seven years.

The District is in the process of implementing the RTII / MTSS model. During the beginning of the 2014-15 school year, 48% of **kindergarten** students qualified for Tier 2 and 3 strategic and intensive support. In the middle of the year, 41% of the same students still qualified for Tier 2 and 3 supports. By the end of the 2014-15 school year 27% of the same students still qualified for Tier 2 and 3 supports.

During the beginning of the 2014-15 school year, 50% of **first** grade students qualified for Tier 2 and 3 strategic and intensive support. In the middle of the year, 40% of the same students still qualified for Tier 2 and 3 supports. By the end of the 2014-15 school year 37% of the same students still qualified for Tier 2 and 3 supports.

During the beginning of the 2014-15 school year, 37% of **second** grade students qualified for Tier 2 and 3 strategic and intensive support. In the middle of the year, 37% of the

same students still qualified for Tier 2 and 3 supports. By the end of the 2014-15 school year 38% of the same students still qualified for Tier 2 and 3 supports.

During the beginning of the 2014-15 school year, 34% of **third** grade students qualified for Tier 2 and 3 strategic and intensive support. In the middle of the year, 28% of the same students still qualified for Tier 2 and 3 supports. By the end of the 2014-15 school year 32% of the same students still qualified for Tier 2 and 3 supports.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Performance Plus

Specific Targets: Teachers will implement standards aligned to curricula across all schools, for all students, as evidenced within their unit planning and their instruction, and therefore enhancing student performance.

Strategies:

Instructional Coaching

Description:

The Warren County School District will implement an instructional coaching model to build teacher capacity with research based instructional strategies as a means of increasing student engagement and improving student achievement. Instructional coaches will provide instruction on effective implementation of evidence-based practices by working with teachers and school administrators in all eleven schools within Warren County School District. Specifically, the coaches will be assigned to work in the content areas of English Language Arts, Mathematics, and Science.

The instructional coaches will provide district wide professional development sessions on evidenced based practices during the scheduled professional development days, team/departments meetings, and during monthly faculty meetings.

The instructional coaches will:

Discuss learning and teaching with individual teachers

Help teachers and administrators interpret assessment data to improve instruction on all levels

Facilitate learning experiences for teachers and administrators

Model instructional strategies and discuss lessons

Co-teach lessons

Provide resources to support classroom instruction

Assist teachers in identifying resources such as the SAS portal

SAS Alignment: Standards, Materials & Resources

Curriculum Mapping

Description:

Core and diary maps will be developed to coincide with planned instruction and curriculum in English Language Arts, Mathematics and Science to improve student achievement. Mapping will be used for ongoing curriculum and assessment review, both vertically K-12 and within each grade level.

Each curriculum coordinator will lead his/her department through curriculum mapping. Performance Plus with Curriculum Connector software will be used to store the maps for each department.

Departments will review maps on an ongoing basis to address successes, gaps in student learning, repetitions, and questions. This analysis will lead to collaboration and sharing of effective instructional strategies amongst colleagues.

SAS Alignment: Curriculum Framework, Standards, Assessment, Instruction

Implementation Steps:

Evidence Based Instructional Practices

Description:

The instructional coaches will provide district wide professional development sessions on evidenced based practices.

Agendas, Act 48 Sign in sheets, and Evaluations of sessions will provide evidence of implementation.

Start Date: 9/1/2016 **End Date:** 6/8/2017

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Coaching Support for Implementation of PA Core ELA Standards

Description:

Instructional Coaches will work with teachers across all grade levels in order to assist in the implementation of the PA Core ELA Standards.

Evidence of successful implementation will include:

Demonstration of PA Core Standards in lesson planning

PA Core Standards will be evident in curriculum maps.

Post professional development evaluations and surveys.

Start Date: 8/25/2016 **End Date:** 6/6/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Coaching Support for the Implementation of PA Core Math Standards

Description:

Instructional coaches will support teachers with implementing effective instructional practices within their math classrooms grades K-12 by providing professional development, modeling best practices, and lesson plan development and implementation. Teachers will understand the scope and sequence of the PA Core Math Standards grades K-12.

Evidence of successful implementation will include:

Demonstration of PA Core Math standards in lesson planning

PA Core Math Standards will be evident in curriculum maps

Post professional development evaluations and surveys

Start Date: 9/1/2016 **End Date:** 6/6/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Coaching Support for Implementation of Pennsylvania Science Standards

Description:

Instructional coaches, Science Curriculum Coordinator, Science Department Heads and administrators will support teachers with implementing effective instructional practices within their science classroom grades K-12 by providing professional development, modeling best practices, and lesson plan development and implementation. Teachers will understand the scope and sequence of the Pennsylvania Science Standards grades K-12.

Evidence of successful implementation will include:

Demonstration of PA Science Standards in lesson planning

PA Science Standards will be evident in curriculum maps

Post professional development evaluations and surveys

Start Date: 9/1/2016 **End Date:** 6/6/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Develop Core Curriculum Maps

Description:

English Language Arts, Mathematics and Science Curriculum Coordinators will work with their departments to develop core curriculum maps for each course. Maps will be created within Curriculum Connector and will be shared with each teacher of that course. Administrators will be able to view all maps and determine, through classroom observations, the integration of the lessons observed as it relates to the core maps.

Start Date: 9/1/2016 **End Date:** 9/1/2017

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Develop Diary Maps

Description:

Instructional coaches, English Language Arts, Mathematics, and Science Curriculum Coordinators will work with their departments to develop diary maps for each course. Maps will be created within Curriculum Connector. Administrators will be able to view all maps and determine, through classroom observation, the integration of the lessons observed as it relates to the core map.

Start Date: 9/1/2017 **End Date:** 6/6/2019

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Develop Common Assessments

Description:

Instructional coaches, English Language Arts, Mathematics and Science Curriculum Coordinators will guide their departments in the development of common assessments for each course. Assessments will be created within Curriculum Connector. Administrators will be able to view the assessments to determine the alignment of lesson planning to the PA Core Standards and Pennsylvania State Standards.

Start Date: 9/1/2018 **End Date:** 6/6/2019

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Benchmark and Diagnostic Assessments

Description:

Utilization of benchmark and/or diagnostic assessments to monitor progress toward mastery of course standards in English Language Arts, Mathematics, and Science.

Following benchmark and/or diagnostic assessments, teachers will be provided opportunities to review and guidance in application of assessment data to inform instruction.

Start Date: 9/30/2016 **End Date:** 9/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Develop Core Elementary ELA Cohorts

Description:

The District will partner and collaborate with IU5 to develop and implement a comprehensive and sustained professional development plan to address the District's ELA concerns. By the end of the 2018-19 school year, elementary ELA scores will increase by a minimum of 10%.

Start Date: 9/30/2016 **End Date:** 9/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Establish Building Level Professional Learning Communities

Description:

The District will clearly articulate and define the role of the building administrator as the instructional leader who is responsible for ensuring professional development initiatives are applied appropriately at the classroom level through focused observation and evaluation.

Start Date: 9/30/2016 **End Date:** 9/30/2019

Program Area(s): Professional Education

Supported Strategies: None selected

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **795**

Identification Method

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

The Warren County School District currently utilizes a discrepancy model for identification of students with Specific Learning Disabilities. The process is as follows:

The student is evaluated by a certified school psychologist to determine if they are adequately achieving for their age and/or are not meeting State-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation and mathematics problem-solving. The process for identification used to determine eligibility is a discrepancy analysis between Intellectual Ability and Achievement. It must also be determined that a child is and has been provided with learning experiences and scientifically based instruction appropriate to their age and/or state-approved grade level standards in both reading and mathematics and it must be provided at their level of English proficiency. The determination may not be as a primary result of intellectual disability or emotional disturbance; Cultural, environmental, or economic disadvantage; and/or limited English Proficiency.

Enrollment

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

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

The special education data report from the 2013-2014 School year indicates our percent of special education is at 16.9 which is slightly higher than the state average for that year. This is most likely attributed to a higher percentage of students identified in the areas of Autism and Speech/Language Impairments. This statistic does however reflect a lower number of students identified during the 2012-2013 school year which was 17.1%. Disproportionalities (+/- 10% discrepancy from the state percentage) were noted in Autism and Speech/Language Impairment which were higher than the state average. Other Health Impairment and Specific Learning Disabilities were lower than the state average. Proactive referrals through Early Intervention and school based teams students with potential spectrum disorders are screened early and follow-up assessments are done with the school psychology staff. We are fortunate to have local support through the Barber National Institute which actively assist with student assessments for Autism. Our speech and language percentage is also higher than the state by 5.8%. In this area we often receive children from the Early Intervention Program with language delays and continue to work with them as they enter school. We have a staff of six speech therapists who provide early screenings and interventions for young students. Other Health Impairment is an area where the district is significantly lower than the state percentage wise. This could be reflective of students with ADHD receiving services through a Chapter 15 Service Plan as opposed to an IEP. There are also times when a co-morbid diagnosis exists and that student is embraced educationally through another identified area. It is also noted that our numbers for Specific Learning Disabilities is lower than the state percentage by 7.4%. Our district percentage in this area has gradually increased over the years 34.9% in 2011-2012, 35.4% in 2012-2013, and 36.4% in 2013-2014. As a district we continually monitor students with universal screening and data review teams within each school building. The special education data report is a helpful tool to review the district profile over the years as assess any significant changes.

Non-Resident Students Oversight

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

1. Students receiving services through the Residential Treatment Facility from out of county are enrolled in an appropriate educational setting such as a public school, cyber program, AEDY program, or a special school or facility. The district acts as the host district and invoices the costs of education to the home school district. The district has also assigned a case manager specifically to students attending the RTF to facilitate programming and ensure regulations are being met with regards to evaluations, IEPs, and placement.

2. Students who are accepted for treatment at the YTC are reviewed at the Treatment Team and School District level to determine the appropriate educational placement. Documents from the sending school district are reviewed and students begin services in a program

similar to their previous placement. If necessary, the school district will issue a permission to evaluate or reevaluate to fully assess student needs. Additionally, students may be required to have a recommendation from a psychiatrist and/or the IEP/ISPT (Integrated Services Planning Team) regarding appropriateness of educational placement.

3. All education services are provided either within the public school setting or within an appropriate program such as the Alternative Education for Disruptive Youth program (for those who meet criteria), Cyber Programs, or special school/facility as based on educational needs. Reference is made to the BEC, if the current IEP & NOREP require a different placement and the IEP team (host school district and parent) have determined through the IEP process that an alternative education setting will appropriately address the student's educational needs. One barrier we continue to experience is the timeline from when a 1306 student is placed in our district and the receipt of educational paperwork from the sending district, often times the student arrives and the paperwork is lagging behind for weeks. We continue to work through this with persistent calls and e-mails to the sending district.

Incarcerated Students Oversight

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

The federal Individuals with Disabilities Education Act (IDEA) imposes a duty on state educational agencies (SEAs) to ensure the rights of students with disabilities to a free appropriate public education (FAPE) in order to receive federal funds. As the SEA, the Department provides general supervision of services and programs under Pennsylvania's special education regulations and standards, Chapter 14. The Commonwealth has delegated to school districts the operational responsibility to offer FAPE to each student who is eligible for special education until the student or students who turn 21 during the school term are entitled to finish that school term, whichever occurs first.

The Warren County School District within whose boundaries a local correction institution is located, clearly complies fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Special Education teachers are sent over to the correction facility to provide instruction and meet the requirements of the IEP. It is recognized that eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. The District provides special education services to incarcerated school-age individuals :

1. comply with the "child-find" obligations of IDEA;
2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. implement, timely review and/or develop Individualized Education Programs

("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and provide FAPE in conformity with the IEP.

Least Restrictive Environment

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

WCSD first approaches each IEP with the consideration of a regular education placement throughout the school day. The team looks at academics as well as unstructured times such as hallway passing, lunch, and/or recess. Special needs students are included in school activities such as field trips and assemblies. The IEP team works with the parents to assess student needs and the accommodations that would be necessary within the general education classroom to promote successful inclusion for special education students. The district has employed strategies such as co-teaching, on-line courses, and differentiated instruction to support students within the regular school environment. There are times when the special education program has funded adapted projects for students to complete in the regular classroom setting, for example, a woodshop class where a craft activity was needed. WCSD has recently partnered with paTTAN and the IU5 to train staff on RTii for reading in the K-3 programs. Also, each year special education teachers are provided with a review of the full range of supplementary aids and services in the areas of Collaboration, Instruction, Physical Environment, and Social/Behavior. The paTTAN reference guide for supplementary aids and services has become a standard part of the special education calendar provided to the special education teachers at the beginning of each school year.

There are times that the IEP team notes that a need for instruction outside of the general education is appropriate to meet the needs of the individual student. For those students a more intensive and/or adapted program is available. These students continue to be with their non-disabled peers for numerous activities throughout the school year.

The school district has embraced several evidence based models and successful programs to support the varied needs of learners. The paTTAN Office and local IU 5 have facilitated

and supported our district with several trainings. Professional Development activities and trainings are on-going for Differentiated Instruction, Co-teaching, School Wide Positive Behavior Support, De-Escalation and Crisis Intervention, and most recently RTII. Many classroom settings in the elementary program have Amplification/Recording Systems to enhance instruction. In addition to co-teaching opportunities some of our students are included in a regular education program with a dual-certified teacher who will provide an intensive approach to the general curriculum class. Teachers are provided a common planning time when scheduling permits in some of the district buildings. There are also after school faculty or special meetings to focus on data review for classrooms and students so that instruction and student progress may be assessed. Additionally the district contracts with outside services such as the Barber National Institute for programming and training, Bollinger Enterprises for vocational assessment & work experience, the YMCA for community based instruction, and Beacon Light Behavioral Health for a Children's Mental Health Clinic at three of our buildings. Another significant component of successful inclusion is the parent access to the school information system which allows parents to view student grades and access teacher websites for information and instructional strategies to use at home.

Referencing the State Performance Plan Indicator 5, the WCSD exceeded the state average and the SPP target for having special education students in the regular class 80% or more on the 2012-2013 data report (LEA 77%, State 62.1%, SPP Target 65%). The district did not meet the SPP target for special education students in the regular class less than 40% (LEA 9.4, State 8.9%, SPP Target 8%). The district did meet the SPP Target in the third area which indicates the number of students placed in other settings (LEA 2%, State 5%, SPP Target 3.3%). Students placed outside the district is often done by another agency such as Children and Youth or Probation. The district staff is often, if not always, notified and included on IEP meetings. During the 2013-2014 school year we assigned a case manager who works with the supervisory staff to oversee students in placements outside the district.

Behavior Support Services

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

The LEA's PBS Policy includes areas on all of the following: Positive Techniques, Restraints, Inappropriate Techniques Training, and Behavior Support Plans. The Policy clearly outlines the expectations in this area. The LEA's PBS Policy includes research-based practices obtained from the Crisis Prevention Institute where all Principals, Para educators and many teachers are trained appropriately in de-escalation techniques and when needed the proper techniques in the use of restraint. Two professional staff members are certified as trainers in Non-Violent Crisis Intervention and offer beginning trainings to all staff twice a year with refresher courses offered on a regular basis during the school year. The procedures are also

based on paTTAN's training regarding Functional Behavioral Assessment and Positive Behavior Support Plans. The LEA's PBS Policy includes Section D of the training that discusses the district personnel responsible for delivery of the specialized procedures, methods, and techniques will be trained.

The LEA's PBS Policy includes statements both at the beginning of the Policy in the section related to "When specialized intervention is required, the following basic premises are to be pursued:" Evidence also exists in Part E of the Policy related to the Behavior Support Plan. The LEA's PBS Policy includes the directives as well as the information gained from the RISC website. This is documented in appropriate areas but also in the IEP.

The information regarding a student who has a behavior that interferes with the learning of themselves or others would be located in the IEP. Any student who has the appropriately related box checked on the appropriate page of the IEP would have an attached Positive Behavior Support Plan. The district continues to use the video resources on FBA's and Behavior Plans available through paTTAN as training for the district staff. The district is also engaged with paTTAN and IU5 and the School-Wide Positive Behavior Support Program. The district commits to supporting SWPBS through committed funding and professional development. Teams consisting of administration, professional staff, paraprofessionals, and parents are supported to attend the annual paTTAN conference and training. The school teams completed the initial five session training with IU5 on SWPBS in May 2015 and will continue to work with IU5 during the implementation phase.

The LEA's practice is to hold an IEP meeting following a student being referred to law enforcement at which time an FBA is updated or developed and a Positive Behavior Support Plan is developed or revised by the team.

Community and School Based Behavioral Health (CSBBH) program has expanded to include one K - 5 elementary school, one 6 - 8 middle school, and one K - 8 school. Staff includes a program director, licensed psychologist, supervisor, three mental health professionals, and six behavioral health workers. Support is provided to identified students both during school hours and within the community. The teams work closely with families to provide the needed mental health intervention. The CSBBH team is available to provide professional development to school teams and staff on mental health and behavioral health concerns.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

Currently the district is ensuring FAPE to all students, however, recognize a growing need for student with mild intellectual disabilities or severe learning disabilities. We work with building leadership to create classes which provide intensive level instruction with a dual certified special education teacher. The district has a large population of para-educators who also support high needs students in the classroom. We also have worked with parents and legal counsel to establish some "blended " programming with on-line or virtual academy coursework and public school intervention to meet the unique needs of students. Within in past couple of years we have also developed enhanced emotional support programs to offer continuity and contracted support services.

Overall, 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. There are times when additional staff has been hired to address student needs and training provided to teachers and aides. Our administrative team in special education also 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 have contracted with in the past such as those available through the local Intermediate Unit, Barber National Institute, and Beacon Light Behavioral Health Systems. We have also supported county Human Services Agency placements for students with mental health needs or multiple disabilities. We have net-worked with nearby school districts in a search for atypical yet highly endorsed programs. Students in placement 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.

Strengths and Highlights

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

The mission of the Warren County School District is to educationally empower all students to think critically and solve problems through a rigorous curriculum that will provide them with the skills necessary to graduate and pursue a career of their interest. We believe that the strengths of our Special Education programs are interwoven among the dedicated people throughout the school district's professional community. The Warren County School District programs are also supported and complemented by our Board of Directors, School Superintendent, parents, and community stakeholders, who continue to take on an active role in the education of our students . Our special and regular education teachers, psychologists, special education supervisors, speech and language therapists, Para-educators, secretarial support staff, and administrators meet the challenge of serving our students each day. Working together, these professionals are actively providing the supports necessary to accomplish the goal of reaching the unique needs of all children.

The following overview provides a snapshot of outstanding programming and support systems that benefit the needs of special education students throughout Warren County School District.

Assistive Technology

Warren County School District employs .5 assistive technology consultant. The Assistive Technology Consultant and other professionals of the IEP Team including the parents, meet as needed to assess appropriate software and hardware for the given student.

Age/developmentally appropriate short-term trials are provided prior to purchasing equipment. Sometimes “less is better” and the student’s programming needs are consistently monitored by the District.

As stated previously, WCSD is fortunate to have a half-time ATC. The ATC works directly with speech pathologists, OT, PT, physicians, audiologists, and other special education professionals in determining the need for, as well as the acquisition of equipment. The District’s ATC is also involved monthly with the Intermediate Unit #5 Assistive Technology Consortium which discusses new advances in the area of AT. IEP meetings for students receiving AT services include discussions as to the need and availability of resources on an as needed basis. The District’s ATP services and referral process are very organized and communicated to all LEAs.

The Teacher of the Deaf and Hearing Impaired Support program communicates directly and consistently with families, staff, audiologists, and the medical field regarding all external components of hearing loss. Most certainly the Assistive Technology Consultant is brought into these communications as needed. All equipment is maintained consistently and batteries are provided either by the families or the District, so the given student always has needed equipment. The District maintains a consistent approach to repair and replacement of assistive technology equipment. If a student is in need of a certain device and it becomes damaged, the District funds the repair, replacement as needed, and attempts to obtain a loaner device so the given student is with the needed technology during this time period. This .5 Assistive Technology Consultant completes the following tasks:

- trains staff, students, and parents on use of equipment,
- requisitions equipment and tracks students' progress,
- upgrades software,
- assists with ACCESS billing,
- provides information and data for evaluation reports and IEPs,
- maintains equipment
- completes observations to determine needs of the students
- develops strategies for teachers using equipment

- inventories and prepares equipment before and after use as a Short/Long Term Loan
- sets up equipment

Autism

The Warren County School District works closely with PaTTAN, PDE, and other agencies to provide professional development for our para-educators. Additionally, we have worked to develop specialization and enhance the capacity of the Intensive Autistic Supports Teachers through ongoing professional development and understanding of PDE initiatives. The District pays particular attention to research based methods including those described in the National Autism Center's *National Standards Project*. Identified instructional methods such as Applied Behavioral Analysis, Structured Teaching, Direct Instruction, Discrete Trial Instruction, Visual Supports and Modeling are all incorporated into the supports available for students. The various related needs of this population are also incorporated into an integrated approach to allow for positive outcomes including speech and language therapy, occupational therapy, physical therapy, sensory integration, and crisis de-escalation. Finally, School Based Mental Health is available to help address the associated challenges faced by this population of students.

Drop Out Prevention

The special education department recognizes that this area must continue to be a focal point of our efforts. We provided significant improvements to our teamwork designed to keep students in school and increase the graduation rate of special education students. The results listed below are significant as these improvements are some of the best we have seen since 2003. It is noted that in accordance with direction from OSEP and the SPP/APR Indicator and Measurement Table, APR data for indicator 1 (graduation rate) are lagged one year. Therefore, the 2012-2013 data is reflective of the July 2012 submission. The 2013 numbers were not reported on Penndata. The district will continue to strive to reach the SPP target of 85% or an improvement by at least 10% from the distance we are from the 85% goal.

1. Report on State Performance Plan Targets
 - a. Graduation Rates
 - i. School Year 2009-2010: 68.75% did not meet SPP Target
 - ii. School Year 2010-2011: 82.35% met SPP Target
 - iii. School Year 2011-2012: 73.08% met SPP target
 - iv. School Year 2012-2013: 73.08 (same July 2012 Submission) did not meet SPP target

- b. Drop Out Rates
- i. School Year 2009-2010: 31.25% did not meet SPP target
 - ii. School Year 2010-2011: 17.65% did not meet SPP target
 - iii. School Year 2011-2012: 26.92% did not meet SPP target
 - iv. School Year 2012-2013: 26.92% (same July 2012 Submission) did not meet SPP target.

It is recognized by the district there are a variety of issues related to school drop-outs. These reasons could be centered around such factors as family issues, social stress & difficulties, and academic struggles. One important aspect from our district is to make it a goal to ensure that every student feels welcomed, included, and supported in the school environment. Listed below are just a few of the programs and interventions provided by the district to support both regular education and special education students in the school setting.

- **Dropout Prevention Mentor:**

- During the 2010-2011 school years, the District hired a Student Assistant Mentor . The mentor was assigned to monitor and work with the special education students at the secondary level with intensive needs and at risk for dropping out of school. She focused on tracking their completion of assignments, work completion, grades, behavior and attendance. This effort has dramatically reduced the number of students dropping out at WAHS and has reinforced effective collaboration with these students, parents and school staff. In an effort to reduce the number of drop-outs the Student Assistant Mentor has worked with identified seniors and has sought out a variety of activities which resulted in an increase number of special education students graduating from WAHS. This program has continued with the district as part of the Truancy Officer/Homeless Liaison assignment with at least 5 hours a week dedicated to drop-out prevention. Her role is to provide support to students at risk for dropping out of school. This support may include case management, social interventions, family needs, and service providers. Once a student has been identified, a plan of action is discussed with the student and school administration. Assistance is being provided in the development of educational and social growth. Strengths and barriers are addressed along with appropriate interventions to help the student become successful in the educational environment. There are currently 18 students in the program ranging from 9th to 12th grade. Our mentor meets with students in the home and/or school setting. During these times many areas are addressed throughout the academic year including grades, attendance, strengths, concerns, family, community , and peer relationships. Support is provided for the family and school district efforts are put together to promote academic success including referrals to the SAP program. The mentor attends Truancy Elimination Plan and IEP meetings. Collaboration has been formed with outside agencies such as Beacon Light Behavioral Health and Children & Youth Services.

Some of the students are considered homeless under the McKinney-Vento Act. Our district mentor attended the "Meeting the Challenge" Conference and the 2014 ECHEY Homeless Conference.

- **Community and School Based Behavioral Health**

This program has expanded to include one K - 5 elementary school, one 6 - 8 middle school, and one K - 8 school. Staff includes a program director, licensed psychologist, supervisor, three mental health professionals, and six behavioral health workers. Support is provided to identified students both during school hours and within the community. The teams work closely with families to provide the needed mental health intervention.

- **The Random Acts of Kindness**

This group, (RAK), is designed to promote kindness and tolerance between students within the school, between schools, and members of the community. This is accomplished by activities that encompass increasing school spirit, sense of belonging, morale of students and encouraging students to attend and come to school and make school a fun place to be. This group is also designed to develop character. There is currently one RAK Chapter at WAHS. The RAK program also includes a mentor program.

- **Middle School Programs supporting drop-out prevention:**

The Beaty Warren Middle School has an "advisory period" at the end of the day. This offers to each student an adult advocate who reviews their homework completion, grades, and anything else that could be getting in the way of their school success. Grade level team meetings are held at a minimum every 4 ½ weeks. These teams build a sense of community reviewing important information and acknowledging accomplishments and positive behavior. Student Government representatives ask their peers for feedback or suggestions on how to improve "Life at Beaty." The student government representatives share these ideas once a month during a school improvement meeting. The Beaty Pride Club is yet another program with the mission to encourage kindness, acceptance, community service and understanding of individual diversities. This program works in collaboration with the elementary and high school's Random Acts of Kindness."

- **Why-Try - Dropout Prevention Program:**

The Why-Try program was implemented during the 2011-2012 school year for all students in 3rd-8th grades. Components for the Why-Try program are now integrated into the curriculum for grades 3-8. A refresher course on Why-Try was held during the district's professional development days at the beginning of the school year.

- **Child Study Meetings:**

All elementary buildings conduct Child Study Meetings of all at-risk students. Principals and Guidance Counselors often lead these child study team meetings. Each meeting is focused on developing the general education teacher's knowledge based on effective behavioral interventions and supports to for at-risk students. The team has been trained to recognize the signs for at risk students as potential drop-outs. The school psychologists are active participants in those meetings. A Special Education Supervisor may participate in meetings of exceptional or "thought to be" exceptional students.

- **READ 180**

This program continues to be implemented at the Middle School and High School levels. Reading Specialists teach this course in both middle and secondary levels. This will address the needs of students in the area of intensive reading comprehension needs.

- **Student Assistance Program (SAP)**

The student assistance teams meet on a regular basis to review student academic progress, attendance, and discipline records to identify student showing possible school difficulties. When appropriate, referrals for outside supports are made to assist students and families with potential problems leading to school failures and/or drop-outs.

Inclusion

To the maximum extent possible the Warren County School District includes students identified with a disability with non-disabled peers. This is evident in all schools as inclusion and co-teaching programs are implemented from Kindergarten through Grade 12. When a special education student needs more support to remain in the regular classroom than the teacher can provide, supportive inclusion is an option discussed during Individualized Education Program meetings. This allows special education teachers, paraprofessionals, and general education teachers to provide necessary adaptations and/or modifications to the regular curriculum in the regular education classroom. This is the first option considered to maintain participation in classes with non-disabled peers. Interventions are implemented and instructional time in special education is adjusted based upon the success a student experiences with the needed services. Therefore, heterogeneous classrooms are the norm and teachers work diligently to accommodate all students in class, many using differentiated instruction as a means to do so. Regular education teachers work in collaboration with special education staff, therapists, tutors, and paraprofessionals to provide struggling students with the necessary tools to succeed. We strive to provide common planning time whenever possible to support team work and the collaboration between special education and regular education teachers.

Emotional Support

In our previous plan, the District had recognized a growing need in the area of emotional support programs for students with an educational diagnosis of Emotional Disturbance. In response to this growing need, the Emotional Support programming within the District was restructured. Higher level emotional support programming was developed in the Youngsville Attendance area to offer a range of services in regard to providing appropriate educational services in the LRE. A Transitional Special Education classroom at the elementary and middle school level was created to support students with the needs related to transitioning to public school from out-of-district placements. We continue to offer a nationally recognized crisis intervention prevention de-escalation training program to district employees to support students in crisis.

Life Skills

Special Education students who have been identified with significant needs participate in the Life Skills Support (K-12) Program. The goals for the program are focused on the individual needs of each student. The development of these goals often include social skills, functional life skills, community based instruction, and instructional pre-academic skills through basic reading, writing, language and math skills. The Life Skills programs have various projects to increase interactions with adults and students within the building. The curriculum has expanded the LSS Science course. Students are exposed to the alternate standards as well as many of the same academic standards as the general education curriculum. The consolidation of the Life Skills Support Programs from across the county to the central attendance area has improved the delivery of service to meet the individual needs of our students.

Where applicable, students may be selected to participate in Bollinger Enterprises, Inc. Vocational Evaluation Program. This is available to individuals with disabilities. A Vocational Evaluation at BEi is an individualized and interactive program designed to assess the individual's employment potential, abilities, and needs. Assessments are made in the areas of job skills; work related behaviors, characteristics, attitudes, and preferences; job seeking skills; and social, community and personal living competencies. Information is obtained through individual counseling; hands on work experience in real jobs; and standardized work evaluation tests. Job sampling is an important part of every evaluation. Students may have the opportunity to work a few hours at local companies or businesses, trying out jobs in a vocation in which he/she is interested in working or that match his/her strengths and job-related preferences. At the end of the evaluation, the Vocational Evaluator meets with the individual and representatives from relevant agencies to present the results of the evaluation and make recommendations on actions to be taken to meet vocational goals. Individuals interested in this program can be referred by a Special Education Supervisor with the Warren County School District or a Vocational Counselor at the Pennsylvania Office of Vocational Rehabilitation. This program has transitioned to a bigger

group of students. Community support has increased due to CBI trainings with more companies willing to give student tours.

The middle level program continues to increase the development of community based learning and inclusive classroom opportunities.

This year at the elementary center the Life Skills program has expanded to include a Transitional Life Skills/ Learning Support program. This program was designed to increase academic and social skills, without the intensity of a regular education setting, but also as a transitional step in preparation for inclusion in the regular education classroom.

In all LSS classrooms there has been an increase in the use of technology which includes Smart-board interactive lessons to promote student engagement, as well as several I-pad and PC applications designed to increase independent practice and mastery.

All of our LSS students 4th grade and up have the opportunity to participate in a swim program the district provides in cooperation with the local YMCA. The YMCA also hosts a Rainbow Swim program for the community and many of the district's special needs student attend on Friday nights when the program is in session. Since many of our special needs students utilize the Y special funding has been earmarked for a special needs locker room which will accommodate families.

Paraprofessionals

All of the Paraprofessionals within the Warren County School District are considered highly qualified by PDE. The Paraprofessionals and Personal Care Assistants (PCA) receive their Highly Qualified status throughout each school year by earning twenty hours of professional development. The Paraprofessionals have on-going instruction in various areas including the PaTTAN PDE Competencies along with Non Violent Crisis Intervention. Instructional strategies have been provided to the paraprofessionals in the areas of reading, math, behavior management, and autism. The paraprofessionals have been trained in how to collect data for behavior concerns and understand their role as part of the team to assist with the education of students receiving special education supports/services. The Personal Care Assistants (PCA) also earn twenty hours each school year (the 20 hours of training which is required by the school-based ACCESS program). Additionally the PCAs have earned certification in First Aid, CPR, and other areas.

Parent Involvement

We recognize that the parents play an integral role and are encouraged to be actively involved in their child's education at school. Our District and special education department certainly have recognized that parent engagement is as much a research-based practice that has a positive effect on student achievement as it is a requirement for public schools. Each of our schools begin the year with Parent Night where parents are provided the opportunity to learn about the school routine and course offerings for their children. In November, parents have the ability to sign up or teachers will contact them about Parent/Teacher Conference Day. Parents are given usernames and password to log into Home Access

Center. This software provides 24 hour access to attendance, report cards, progress reports, discipline, schedules, and published classwork. Warren County School District has also invested in a call blast system to notify parents of emergencies, events, meetings, etc. Teachers also maintain classroom webpages or blogs to keep parents informed of daily happenings in the classroom. Each school has a school improvement team which includes parental input. The elementary schools all have active Parent Teacher Organizations, and parents are encouraged to become school volunteers. Every year the special education department offers a Dine and Discuss evening for parents and families on various topics. Over the years we have hosted presentations on such topics as Autism, Intervention strategies for parents, and most recently Post-secondary Transition Services. The Dine and Discuss events include dinner and guest speakers along with the opportunity for parents to interact and network with local special education staff. This event also provides an avenue for distribution of paTTAN resource materials and district information.

Professional Development

Two highlights of our professional development are the district's recent involvement and trainings for RTii and SWPBS. These programs will continue to grow and expand throughout the district over the next few years.

Listed below are the trainings that have been offered in the district during the 2013-2014 school year and the first semester of the 2014-2015 school year:

- Activities to incorporate into your school day related to Occupational Therapy
- Anxiety Disorders in Children and Adolescents
- ASD's: Ten Things You Can Do Before Day One
- Autism Spectrum Meets Common Core...Somewhere Over the Rainbow
- Behavior Basics Series: Increasing Positive Behavior Supports
- Behavior Management
- Best Practices in Reading
- Best Practices in Special Education
- BHRS: What the Heck is it?
- Child Abuse Training and Mandated Reporting
- Classroom Strategies for Students on the Autistic Spectrum
- Close Reading Aligned to Common Core
- Common Assessments
- Comprehensive Guidance Plan

- Corrective Reading
- Curriculum Connector
- Curriculum Mapping
- Diabetes 101
- Emergency Preparedness for School Safety
- Executive Functioning
- FBA and BIP Writing
- First Grade Standards Based Report Cards
- Gaggle Training
- Gifted Individualized Education Process
- Gradpoint
- Handle With Care Initial Training
- Identifying and Supporting our Homeless Students/McKinney Vento Act
- IEP Development Standards Based
- IEP Plus Training
- ISPT Meetings and How to Come Prepared
- Keynote Speaker Barbara Boroson
- Keynote Speaker Heidi Hayes Jacobs
- Keynote Speaker Donald Smith
- Keynote Speaker Jeanne Tribuzzi
- Keynote Speaker Craig Dietz
- Kindergarten Standards Based Report Cards
- Learning A - Z
- Linguisystems
- Math Curriculum Training
- Math Text Review
- National Archery
- Neuropsychology of Emotional Disturbance

- NOCTI Scores Data Analysis
- Non-violent Crisis Intervention (CPI)
- Pentamation Software Review
- Poverty Workshop
- Read 180
- Reading A - Z
- RTii
- SAS Modules
- School Law
- School Wide Positive Behavior Support
- Second Grade Standards Based Report Cards
- SLO Development
- Smartboard 101
- Smartboard Notebook Basics
- Smartbook Notebook Level 2
- Study Island
- Stuttering
- Teacher Effectiveness and School Profile
- Teachscape
- Text Dependent Analysis
- Truancy: Where It Begins and Ends
- Use of iPads and iPad Apps
- Using SAS
- Websites for Elementary Teachers
- Websites for Secondary Teachers
- Why Try
- Youth Mental Health First Aid

Transition

The Warren County School District Special Education Department has worked closely with the Warren County Transition Council for Exceptional Children for many years to assist individuals with gaining knowledge about supports and services available to them as they transition from high school into the work or post-secondary education. The district has focused upon youth leadership for students identified with special needs. Individuals have participated in the Pennsylvania Transition Conference held at Penn State. This year, seven individuals participated in a joint venture with Jamestown Community College (JCC) and the Office of Vocational Rehabilitation (OVR) called Project PAS. Project PAS provided an opportunity for these individuals to take a college course worth one credit. The Special Education Department has been working on transition planning to begin as early as kindergarten for students identified with special needs. The IEP team will work closely with the families to begin looking at skills, services, and supports necessary for the individual student to start working on to assist with their transition planning after high school. The transition section of the student's annual IEP's will continue to be a focus area for the district to ensure that the supports and services are planned for each student. The IEP team provides a review of the transition portion of the last IEP in which each student participates prior to graduation along with a Summary Of Performance and Exit NOREP.

Afterschool/Summer Program

Warren County School District continues to offer the 21st Century Community Learning Centers After-School/Summer program. This opportunity is a grant funded program which started for students in grades 3-5 and the new cohort has added grade 2. The program runs 6 weeks in the summer as well as 4 days per week during the school year. This program provides children with a specific amount of time in physical activity, tutoring/homework assistance and enrichment activities. Additionally the new cohort program focuses on STEM activities, character education, and service learning. The newest Cohort (Cohort 7) started in October 2014 and will run through September of 2017.