

Warren County SD

District Level Plan

07/01/2013 - 06/30/2016

District Profile

Demographics

589 Hospital Dr Suite A
Warren, PA 16365-4885
(814) 723-6900
Superintendent: Brandon Hufnagel

Planning Process

Warren County School District has met with Board members, administrators, teachers, support staff, students, community members and business leaders to establish updated mission and vision statements and our shared values. Various district administrators have led the development of other parts of the plan within small groups. The Board members have worked with administration to develop goals which were then incorporated into the plan and shared with the public. The plan has been drawn together by Central Office and building level administrators and then made available for public scrutiny and comment to ensure that the values of the community are reflected in the plan.

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 which prepares young people to excel not only in their academic and co-curricular pursuits, but also in their efforts to become productive members of society.

We 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 which brings this vision to life and creates a legacy of pride for all members of our community.

Shared Values

The quality of public education - exhibited through the character and performance of our students - is essential to the strength, productivity, and ambition of our nation. Our community takes seriously its obligation to create and maintain an educational environment that fosters the potential of each of our students.

The foundation of public education is the mastery of the Pennsylvania Academic Standards. To build upon this foundation requires the involvement of technology resources, extracurricular and athletic activities, and public support, as well as the development of communication and analytical skills, and self-esteem.

- The integration of technological resources into our educational system is paramount in preparing our students for success in today's Information Age.
- A solid program of extracurricular activities teaches students the value of teamwork, as well as the importance of peer interaction and personal interest groups.
- The trust and confidence of the public is important in the support and growth of our educational policies and practices.
- The development of communication and analytical skills is essential for students to succeed in the educational, personal, and professional areas of their lives.
- The development of students' pride and self-esteem, which stems from their accomplishments and abilities, is crucial for personal growth and achievement.

Ultimate learning is realized through the self-discipline, hard work, and accountability of individual students. A student's family is the first link in the learning process: the support and encouragement of family is unrivaled in a student's drive for and the ability to achieve success. We believe that teachers are a critical element in the educational process; therefore, we are committed to continuous and advanced professional development opportunities. The educational structure is most stable with the active involvement of these three important groups: students, families, and educators.

We believe that learning is a lifelong process and that, with the union of these essential elements and the assistance of all responsible parties, excellence is attainable and expected for all students.

Educational Community

The Warren County School District is a rural school district in Northwestern Pennsylvania. The community economic status is reflected by the numbers of free and reduced lunch qualified students in each of the thirteen schools. Poverty is gradually increasing and population is decreasing in Warren County. The District has experienced some financial struggles in the past couple of years because of decreasing state and local revenues. There have been significant cuts in staff, but most of the programming has been retained. District wide tutoring is a grant funded program that was cut and has been sorely missed by teachers and students. We have engaged in some long term cost savings planning and hope for a slow and steady recovery to a strong financial position.

The community has several small to mid-size manufacturing concerns and a couple of larger employers in manufacturing. Oil and gas and forestry business are generally locally owned, but there has been some influx of outside interests in the region with the development of the Marcellus and Utica shale areas.

There has been some recent economic progress. The school district and the hospital are also large community employers.

Community resources are strong in Warren County. Human services, law enforcement, schools and community organizations partner as needed to support families and students. The District maintains a strong support program for homeless students participates in student assistance and hosts school based behavioral health teams in three of the larger schools. The CASSP process is easily accessible by staff to help coordinate services for students.

Warren County School District serves approximately 4800 students in grades K-12. Our students are primarily Caucasian with approximately 40% identified as low socio-economic status. Many of our students choose to remain in the community after graduating from high school. The elementary curriculum supports flexible grouping where it is possible to allow students to access curriculum at their current level and to promote growth by allowing teachers to target specific skills that are needed by students. The middle level programming is exemplary with two of the middle schools being nationally recognized as Don Eichorn Schools to Watch and the other two applying for recognition in this school year. The high school programming allows for students to take courses in the general curriculum, a college preparatory curriculum, Honors and Advanced placement courses and affords students several opportunities for Dual Enrollment. We offer 14 vocational programs at the Warren County Career Center that serve students from all four sending high schools.

Our students also have a number of extra-curricular opportunities. There are a number of athletic programs available and student clubs and organizations that meet both during and outside of school hours to expand student learning. We have maintained a number of academic competitions for student participation. Community opportunities for students exist throughout the district, and many of our

students are employed after school by local businesses. Businesses also have provided funding to support student activities including athletics, theater productions, field trips, and purchase of equipment/supplies for student projects.

Planning Committee

Name	Role
Sue Ann Armstrong	Special Education Secretary to Director
Jennifer Barrett	Parent
Amy Beers	Administrator
Vivien Boger	Parent
Kristina Bokulich	Administrator
John Bonavita	Ed Specialist - School Counselor
Leslie Collopy	Administrator
Lacey Criswell	Secondary School Teacher - Regular Education
Jasen Diley	Business Representative
Jennifer Dilks	Instructional Coach/Mentor Librarian
Karen Donovall	Elementary School Teacher - Regular Education
Jim Evers	Administrator
Matt Getner	Ed Specialist - School Counselor
John Grant	Board Member
Patricia Hawley-Horner	Administrator
Brandon Hufnagel	Administrator
Thomas Knapp	Board Member
Ellen Koontz	Special Education Secretary to Director
John Lasher	Community Representative
Stacey Ludwig	Secondary School Teacher - Regular Education
Barb McAvoy	Elementary School Teacher - Regular Education
Julie Mineo	Ed Specialist - School Psychologist
Eric Mineweaser	Administrator
Jennifer Morrison	Parent
Amy O'Donnell	Parent
Steve Onuffer	Middle School Teacher - Regular Education
Mary Ann Paris	Board Member
Jewel Rozanski	Secondary School Teacher - Regular Education
Amy Stewart	Administrator

Laura Suppa	Parent
Lynette Swab	Secondary School Teacher - Special Education
Louise Tharp	Ed Specialist - School Nurse
Amber Trask	Elementary School Teacher - Special Education
Nancy Warner	Middle School Teacher - Regular Education
Gary Weber	Administrator
Jack Werner	Board Member
Sandra Wilks	Administrator
Kimberly Yourchisin	Administrator
Paul Yourchisin	Board Member
Michael Zamborik	Board Member
Donna Zariczny	Board Member

Core Foundations

Standards

Mapping and Alignment

Elementary Education – Primary Level

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

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

As a District, we have reviewed our four core curricular areas for alignment within the last three years and tied our planned instructions to the emerging Common Core standards. We believe that our planned instructions are aligned with the standards that our students will need to know. We have not

looked at Family and Consumer Science at a K-2 level, but are planning to do that in their next curricular review. We have reviewed the interpersonal skills or the school climate standards and know that they need to be added to a curriculum review cycle so there has been some discussion, but no real action taken to this point. The guidance and nursing staff will be working with these standards over the next couple of years to consider alignment and mapping. With regard to curriculum mapping, we have purchased software for this to occur which will allow us to integrate our data warehouse and our assessment software into the process of developing curriculum. We have begun mapping in the areas of science and mathematics with language arts and social studies to start this year. We have hired a reading supervisor which will allow more district time and resources to be devoted to completing this project. Mapping has begun in the areas marked needs improvement, but the process is far from completed. The areas marked not evident will be added over the next several years after the core areas are completed.

Elementary Education – Intermediate Level

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

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

As a District, we have reviewed our four core curricular areas for alignment within the last three years and tied our planned instructions to the emerging Common Core standards. We believe that our planned instructions are aligned with the standards that our students will need to know. We have not looked at Family and Consumer Science at a 3-5 level, but are planning to do that in their next curricular review. We have reviewed the interpersonal skills or the school climate standards and know that they need to be added to a curriculum review cycle so there has been some discussion, but no real action taken to this point. The guidance and nursing staff will be working with these standards over the next couple of years to consider alignment and mapping. With regard to curriculum mapping, we have purchased software for this to occur which will allow us to integrate our data warehouse and our assessment software into the process of developing curriculum. We have begun mapping in the areas of science and mathematics with language arts and social studies to start this year. We have hired a reading supervisor which will allow more district time and resources to be devoted to completing this project. Mapping has begun in the areas marked needs improvement, but the process is far from completed. The areas marked not evident will be added over the next several years after the core areas are completed.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Needs Improvement	Accomplished
Economics	Needs Improvement	Accomplished
English Language Arts	Developing	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Non Existent	Accomplished
Geography	Needs Improvement	Accomplished
Health, Safety and Physical Education	Needs Improvement	Accomplished
History	Needs Improvement	Accomplished
Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Mathematics	Developing	Accomplished
Science and Technology	Developing	Accomplished

Alternate Academic Content Standards for Math	Needs Improvement	Developing
Alternate Academic Content Standards for Reading	Needs Improvement	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Non Existent	Needs Improvement
School Climate	Non Existent	Needs Improvement
World Language	Non Existent	Non Existent

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

As a District, we have reviewed our four core curricular areas for alignment within the last three years and tied our planned instructions to the emerging Common Core standards. We believe that our planned instructions are aligned with the standards that our students will need to know. We do not teach World Language at the middle level. We have reviewed the interpersonal skills or the school climate standards and know that they need to be added to a curriculum review cycle so there has been some discussion, but no real action taken to this point. The guidance and nursing staff will be working with these standards over the next couple of years to consider alignment and mapping. With regard to curriculum mapping, we have purchased software for this to occur which will allow us to integrate our data warehouse and our assessment software into the process of developing curriculum. We have begun mapping in the areas of science, mathematics and language arts, with social studies anticipated to start this year. We have hired a reading supervisor which will allow more district time and resources to be devoted to completing this project. Mapping has begun in the areas marked needs improvement, but the process is far from completed. The areas marked not evident will be added over the next several years after the core areas are completed.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Needs Improvement	Accomplished
Economics	Needs Improvement	Accomplished
English Language Arts	Developing	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Non Existent	Accomplished
Geography	Needs	Accomplished

	Improvement	
Health, Safety and Physical Education	Needs Improvement	Accomplished
History	Needs Improvement	Accomplished
Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Mathematics	Developing	Accomplished
Science and Technology	Developing	Accomplished
Alternate Academic Content Standards for Math	Needs Improvement	Developing
Alternate Academic Content Standards for Reading	Needs Improvement	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Non Existent	Needs Improvement
School Climate	Non Existent	Needs Improvement
World Language	Needs Improvement	Accomplished

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

As a District, we have reviewed our four core curricular areas for alignment within the last three years and tied our planned instructions to the emerging Common Core standards. We believe that our planned instructions are aligned with the standards that our students will need to know. We have reviewed the interpersonal skills or the school climate standards and know that they need to be added to a curriculum review cycle so there has been some discussion, but no real action taken to this point. The guidance and nursing staff will be working with these standards over the next couple of years to consider alignment and mapping. With regard to curriculum mapping, we have purchased software for this to occur which will allow us to integrate our data warehouse and our assessment software into the process of developing curriculum. We have begun mapping in the areas of science, mathematics and language arts, with social studies anticipated to start this year. We have hired a reading supervisor which will allow more district time and resources to be devoted to completing this project. Mapping has begun in the areas marked needs improvement, but the process is far from completed. The areas marked not evident will be added over the next several years after the core areas are completed.

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:

While we do work with our special education and gifted education students to adapt appropriately for their learning, it is really done on an individual, as needed basis. There is AP Coursework provided for students at the high school level which does extend the curriculum beyond the standards. Beyond that, we have chosen to focus on learning to understand and prepare students using the Common Core and may begin to work on expansions and improvements toward the end of this planning period.

Curriculum

Planned Instruction

Elementary Education – Primary Level

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

Processes used to ensure Accomplishment:

The Warren County School District is engaged in the process of updating the curriculum across all grade levels to reflect the new common core standards. We are proceeding with a process of core mapping using the Curriculum Connector package contained within the Performance Plus software. Some teachers have started the diary mapping process, but most will begin in years two and three of this plan.

Common assessments are a goal that has been set for the district and teachers will also be working to develop those.

Elementary Education – Intermediate Level

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

Processes used to ensure Accomplishment:

The Warren County School District is engaged in the process of updating the curriculum across all grade levels to reflect the new common core standards. We are proceeding with a process of core mapping using the Curriculum Connector package contained within the Performance Plus software. Some teachers have started the diary mapping process, but most will begin in years two and three of this plan.

Common assessments are a goal that has been set for the district and teachers will also be working to develop those.

Middle Level

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

Processes used to ensure Accomplishment:

The Warren County School District is engaged in the process of updating the curriculum across all grade levels to reflect the new common core standards. We are proceeding with a process of core mapping using the Curriculum Connector package contained within the Performance Plus software. Some teachers have started the diary mapping process, but most will begin in years two and three of this plan.

Common assessments are a goal that has been set for the district and teachers will also be working to develop those.

High School Level

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

Processes used to ensure Accomplishment:

The Warren County School District is engaged in the process of updating the curriculum across all grade levels to reflect the new common core standards. We are proceeding with a process of core mapping using the Curriculum Connector package contained within the Performance Plus software. Some teachers have started the diary mapping process, but most will begin in years two and three of this plan. Common assessments are a goal that has been set for the district and teachers will also be working to develop those.

Modifications 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 that particular student to improve their opportunity to succeed in accessing and mastering the curriculum. Planned instruction does include a list of suggested formative and summative assessments which allows individual teachers some freedom in choosing how to best assess the mastery of their students.

Instruction

Instructional Strategies

- Annual Instructional evaluations
- Formal classroom observations focused on instruction
- Instructional Coaching
- Walkthroughs targeted on instruction

Regular Lesson Plan Review

- Building Supervisors

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

Warren County School District has been selected as a Race to the Top District and is working with teachers and administrators in this year to focus on data and the ways that it can be used to impact instruction as well as focusing on the implementation of the new teacher evaluation model. Lesson plans are reviewed by building principals and are often used as part of the teacher observation process.

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

We have no plans at this time to allow for the inclusion of peer evaluation. Peer coaching is something that administrators have discussed and would like to see implemented, but teacher time is at a premium and it has not been feasible to consider this to date. With regard to the lesson plan review, there would be some union concerns that would need to be overcome before we could implement change which would include department heads and instructional coaches in the review of plans. District administrators review plans as needed and will continue to do so.

Responsiveness to Student Needs

Elementary Education – Primary Level

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

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

There are some challenges in our smaller schools who may have very limited numbers of student sections in providing some of the structured grouping strategies. At those schools, we are more reliant on flexible grouping and differentiated instructional strategies.

Elementary Education – Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

There are some challenges in our smaller schools who may have very limited numbers of student sections in providing some of the structured grouping strategies. At those schools, we are more reliant on flexible grouping and differentiated instructional strategies.

Middle Level

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

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

There are some challenges in our smaller schools who may have very limited numbers of student sections in providing some of the structured grouping strategies. At those schools, we are more reliant on flexible grouping and differentiated instructional strategies.

High School Level

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

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

There are some challenges in our smaller schools who may have very limited numbers of student sections in providing some of the structured grouping strategies. At those schools, we are more reliant on flexible grouping and differentiated instructional strategies.

Recruitment

Describe the process the District implements 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.

In recent years, Warren County School District has very little difficulty in attracting highly qualified teachers to our District. Our HQT report as submitted to the state has been close to 100% in the past several years. Building administrators are permitted flexibility within their building scheduling to assign teachers to any classes within their certification. This allows building administrators to identify teachers with specific skills needed by students who are below proficiency or at risk of not graduating. Building administration can then assign staff members as required. As a District, we are also working with teachers on their skills in collecting, analyzing and utilizing data to guide instructional decisions. We believe that this professional development will help all teachers to improve their skills in working with our neediest students.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Electives	8.00	8.00	8.00	8.00	8.00	8.00

English	4.00	4.00	4.00	4.00	4.00	4.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Mathematics	3.00	3.00	3.00	3.00	3.00	3.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00	60.00	60.00	60.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00	1.00	1.00	1.00
Physical Education	2.00	2.00	2.00	2.00	2.00	2.00
Science	4.00	4.00	4.00	4.00	4.00	4.00
Social Studies	5.00	5.00	5.00	5.00	5.00	5.00
Total Courses	28.00	28.00	28.00	28.00	28.00	28.00

2014 Graduation Specifics

Reading

- Local Assessments aligned with State Standards
- Proficiency on State Assessments

Writing

- Local Assessments aligned with State Standards
- Proficiency on State Assessments

Mathematics

- Local Assessments aligned with State Standards
- Proficiency on State Assessments

2015 and beyond Graduation Requirement Specifics

English Language and Composition

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand-alone option)
- Students are allowed to test out of required courses.

English Literature

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand-alone option)
- Students are allowed to test out of required courses.

Mathematics

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand-alone option)
- Students are allowed to test out of required courses.

Science & Technology

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand-alone option)
- Students are allowed to test out of required courses.

Environment & Ecology

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand-alone option)
- Students are allowed to test out of required courses.

2017 and beyond Graduation Requirement Specifics**Biology or Chemistry**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand-alone option)
- Students are allowed to test out of required courses.

American History, Civics/Government or World History

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand-alone option)
- Students are allowed to test out of required courses.

Local Assessments**Legend****(WA) Works of Art or Musical, Theatrical or Dance Performance****(TD) Teacher Developed Assessments****(NAT) Nationally available achievement tests****(DA) Diagnostic Assessments****(PSW) Evaluations of Portfolios of Student Work****(Other) Other Measures as Appropriate that may include Standardized Tests**

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work					X	
Civics and Government		X				
Economics		X				

English Language Arts		X			X	X
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Literacy in History/Social Studies, Science and Technical Subjects		X			X	X
Mathematics		X				X
Science and Technology		X				X
World Language		X				

Methods and Measures

Legend

(EEP) Elementary Education – Primary Level
 (EEI) Elementary Education – Intermediate Level
 (ML) Middle Level
 (HS) High School Level

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
Benchmark Assessments	EEP	EEI	ML	HS
4-Sight	X	X	X	
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/ Note taking	X	X	X	X
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
Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
District Administration Review	X	X	X	X
External Review				

Instructional Coach Review				
Intermediate Unit Review				
Professional Learning Community Review				
Teacher Peer Review				

Provide brief explanation of District's process for reviewing assessments.

District administration reviews the assessments mostly through planned instruction review and then by looking at District level data to help make instructional decisions about budget and direction to the building level staff. Department supervisors lead the process of developing the planned instruction and review that with teachers as they develop the curriculum and assessments that will be a part of every course that we teach. Building supervisors review assessment through their observations of and discussions with teachers, while they examine lesson plans and in their study and review of building level data.

Development and Validation of Local Assessments

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

not applicable

Collection and Dissemination

Describe the District's system to collect, analyze and disseminate assessment data efficiently and effectively for use by District leaders and instructional teams.

The data for the district is collected and housed in the software that we have purchased for this purpose.

The software generates a number of reports about students and their 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 buildings 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 staff development, district purchases and recommendations for future goals to be set by the Board of Directors.

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.

In a process that we implemented this school year, teachers are asked to identify specific skills based upon the assessment data that is provided to them that students need to develop. Teachers then create

action plans for individual students or groups of students who are deficient in common areas. They are asked to demonstrate in their planning, teaching and assessment that remediation has been offered to students. Progress monitoring is done and teachers are then asked to readjust their strategies for continued remediation if students are unsuccessful in mastering the skill and they are asked to identify new student needs if their group has successfully mastered the skills that were lacking.

Assessment Data Uses

Legend

(EEP) Elementary Education – Primary Level

(EEI) Elementary Education – Intermediate Level

(ML) Middle Level

(HS) High School Level

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

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

The assessments that we have selected are reported out by anchor and teachers have the opportunity to look at the levels of all students. Our instructional coaches have built a repertoire of instructional strategies to share with teachers that are centered on how to teach specific strategies. Principals and teachers also discuss strategies in individual and team meetings and at faculty meetings and professional development sessions. By offering a standardized assessment multiple times during the year and incorporating teacher designed assessments as well, teachers have the opportunity to benchmark their students and modify and adapt strategies in use to better teach the skill to the students. We also make use of several online learning tools to reinforce student mastery or provide remediation as needed.

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

The District needs to continue to formalize the assessment plan and increase the strategies and professional development available to teachers. We are currently engaging in training in teaching reading for those teachers who work with our more intensive learners since when looking at the data we can see that our math results are trending upward, but our reading results have been stagnant for several years.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & AYP Websites	X	X	X	X
District Website	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
Mass Phone Calls/Emails/Letters	X	X	X	X
Meetings with Community, Families and School Board	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 District's process for incorporating selected strategies.

The District makes every effort to communicate with parents and the public to distribute information about our summative assessments. Each year, the District publishes a calendar including the assessment windows. Information is distributed through all of the other methods identified regarding the importance of the assessments, the ways that assessments can be interpreted, the scores required for graduation, ways to prepare students for the actual assessment and the overall district level and school level scores achieved by students.

Provide brief explanation for strategies not selected and how the District 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, but these guides are reviewed annually and so in that process, distribution of scores could be addressed.

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.

The Warren County School District (WCSD) has implemented an after-school tutoring grant through the 21st Century Grant. All schools have done School Improvement Plans with data driven strategies to improve areas of weakness. This has been a focus as part of professional development and leadership in the district. As part of the QZAB the WCSD has partnered with the National Education Foundation to provide support through the usage of Success Maker. This has led to Parent/Community nights to support all students both in school and at home. Schools found to be in warning have developed common planning strategies based on data specific populations. During this time they are doing student remediation to improve test scores.

Programs, Strategies and Actions

Elementary Education – Primary Level

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Internet Web-based System for the Management of Student Discipline
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

Elementary Education – Intermediate Level

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Internet Web-based System for the Management of Student Discipline
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula

- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

Middle Level

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

High School Level

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

Explanation of strategies not selected and how the District Plans to address their incorporation:

The Warren County School District does not provide an elementary level alternative education program or student assistance program. We do however, provide guidance services at all age levels and move beyond that to partner with a local mental health agency to provide school based behavioral health teams in our two largest elementary buildings. We also support other mental health interventions with students in our smaller elementary schools. We have recently completed a district wide comprehensive guidance plan that addresses the continuum of counseling services available at all levels from within both the schools and the community.

There are some peer helper programs in place such as National Honor Society students that provide tutoring and some service learning situations where older students support younger students within their learning environments. Two of our high schools participate in formal mentoring programs for at risk freshman students. This is a project that will require some focus and efforts of administration to organize into a comprehensive plan to better align and deliver services to students.

Warren County School District is unique in the way that it is served by our local law enforcement agencies. We are governed by three city police departments, the state police and the sheriff's office.

Because of the sheer size of our district and the number of high schools, it would be extremely difficult for one officer to cover the entire district. In addition, because of our recent budget concerns it is unlikely that this would be a priority for the Board of School Directors since we have good working relationships and prompt responses from our local police agencies. At this time, there are no plans to incorporate a school resource officer.

Recent budget cuts have limited our administrative and support personnel within our buildings. While we believe that school wide positive behavior programs are important and a direction that we would like to consider, we have been unsuccessful in obtaining a grant to help us to support the process in our schools. We have trained some administrators and teachers in the school wide model, but need to have the time and resources in place to make a commitment to move ahead in the process. We are incorporating some of the strategies in our buildings, but not in a cohesive manner.

Identifying Gifted Students

Describe your entity's process for identifying gifted children.

- 1) The teacher and/or the principal completes the Gifted Referral Packet
 - a. The packet consists of three forms: the ***Gifted Referral Form***, a ***Teacher Questionnaire*** and the ***CHUSKA Checklist***.
 - b. Once complete, the packet is given to the principal.
- 2) The principal then forwards the packet onto the Gifted Support Teacher assigned to that building.
- 3) The Gifted Support Teacher sends a ***Consent to Screen*** form, ***Parent Inventory***, and a ***Parent Rating Scale*** (along with a *cover letter*) to the parents and (if not already completed) the ***Teacher Questionnaire*** and ***Chuska Checklist*** to the teacher(s).
- 4) Once these forms are completed and returned, the Gifted Support teacher will come to the building and do the screening.
 - a. The screening consists of a review of records and the Kaufmann Brief Intelligence Test II (K-BIT-2).
- 5) The Gifted Support Teacher will share the results of the screening with the Principal and teacher (and psychologist when available). Based on the results of the screening, a recommendation will be made to the parents about further testing.
 - a. If no further testing is indicated, a "B" File is created at the student's school.
- 6) If further testing is recommended, a ***Permission to Evaluate*** form is sent to the parents by the Gifted Support Teacher.

7) Once the signed ***Permission to Evaluate*** is received, The Gifted Support Teacher will copy the accumulated paperwork and will send the entire packet of information to the Gifted Support Secretary at CO to be logged.

a. Once the paperwork is logged, The Gifted Support Secretary will give the paperwork to the appropriate Special Education Supervisor for review.

b. Once the paperwork is reviewed, the Special Education Supervisor will return the paperwork to the Gifted Support Secretary to be assigned to the appropriate school psychologist.

c. The psychologist has **60 calendar days** from the date the signed Permission to Evaluate form **was received** to complete their evaluation and disseminate the GWR which can be accomplished at a GMDT meeting.

8) The psychologist will do a full evaluation of the child using the Wechsler Intelligence Scale for Children, Fourth Edition (WISC IV) and will generate a ***Gifted Written Report (GWR)***. The results of the GWR are shared with the Principal and the Gifted Support Teacher.

9) A Gifted Multidisciplinary Team (GMDT) Meeting is scheduled to review the GWR. If the student qualifies for the program, a ***GIEP (Gifted Individualized Education Program)*** will be written. A ***Notice of Recommended Assignment (NORA)*** is presented by the Local Education Agency Representative (LEA) and the student will begin receiving Gifted Support Services. A "B" file is created at the student's school. NOTE: (The GMDT consists of Parents, School Psychologist, Regular Education Teacher, Gifted Support Teacher, and Principal.)

SPECIAL REQUIREMENTS FOR STUDENTS WHO ARE OR WHO MIGHT BE ELIGIBLE AS A STUDENT WITH A DISABILITY UNDER CHAPTER 14:

1. IF A STUDENT IS CURRENTLY RECEIVING SERVICES VIA AN IEP AND IS NOW BEING CONSIDERED FOR GIFTED PROGRAM ELIGIBILITY, the Chapter 14 Reevaluation procedures will be utilized instead of the process described above. The IEP team will decide which, if any, of the gifted assessment documents and techniques will be utilized during that reevaluation report. The Reevaluation Report shall include a determination of gifted program eligibility and incorporate many of the components found in the GWR.

2. IF A STUDENT IS CURRENTLY RECEIVING SERVICES VIA A G-IEP AND THERE ARE NOW CONCERNS THAT HE/SHE MIGHT BE A STUDENT ELIGIBLE FOR SPECIAL EDUCATION SERVICES UNDER CHAPTER 14, THEN a referral shall be made to the principal for an initial evaluation under Ch. 14 guidelines. Information from the existing GWR and any additional gifted program related information and assessments shall be incorporated into the ER.

3. IF A STUDENT IS NOT CURRENTLY RECEIVING SERVICES UNDER EITHER CH. 14 OR CH. 16, AND IF DURING A GIFTED REFERRAL PROCESS IT BECOMES EVIDENT THAT THE STUDENT MIGHT ALSO BE ELIGIBLE FOR SERVICES UNDER CHAPTER 14, then this process will end and

the information found up to that point shall be provided to the student's principal as Ch. 14 assessment procedures are considered.

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	X	X	X	X
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				
Wellness/Health Appraisal	X	X	X	X
School Based Behavioral Health Program	X	X	X	
Alternative Education			X	X

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

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

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & AYP Websites	X	X	X	X
District Website	X	X	X	X
District-wide Phone Calls/Emails/Letters	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
Meetings with Community, Families and School Board	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X

School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education – Primary Level

- Yearly

Elementary Education – Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Collaboration is a significant part of the program of the WCSD. In the elementary, Title I teachers and special education teachers are assigned to specific buildings in a targeted assistance program so that they can support students as needed. Assignment to specific buildings means that they can be a part of planning teams in working with individual students. Flexible grouping strategies and differentiated instruction provided by the classroom teachers also are a part of student interventions. Child study teams meet at least quarterly and more often if needed to coordinate services and interventions provided to students. IEP meetings and coordination meetings with outside agencies are also a part of ongoing efforts to support and communicate regarding student progress. Olweus teams exist and work on anti-bullying initiatives. Community agencies and guidance staff provide classroom lessons on topics regarding student safety and personal development. Our librarians provide programming on cyber safety to all students that increase in complexity across the grade levels.

Middle level teachers are provided with a common planning period every day to work together on parent meetings, student data and supportive services through the student assistance program. In addition, special education teachers are assigned to specific buildings in a targeted assistance program so that they can support students as needed. Flexible grouping strategies and differentiated instruction provided by the classroom teachers also are a part of student interventions. Student Assistance Teams, IEP meetings and coordination meetings with outside agencies are also a part of ongoing efforts to support and communicate regarding student progress. Olweus teams meet regularly to work on programming for anti-bullying initiatives. Community agencies and guidance staff provide classroom lessons on topics regarding student safety and personal development. Our librarians provide programming on cyber safety to all students that increase in complexity across the grade levels.

High school students benefit from the availability of varied levels of classes including a general curriculum, college preparatory coursework, honors classes, Advanced Placement classes and dual enrollment classes to meet their individual needs. Teachers in these classrooms also use differentiated instructional strategies to help students succeed. Student Assistance Teams, IEP meetings and coordination meetings with outside agencies are also a part of ongoing efforts to support and communicate regarding student progress. Olweus teams meet regularly to work on programming for anti-bullying initiatives. Community agencies and guidance staff provide classroom lessons on topics regarding student safety and personal development. Our librarians provide programming on cyber safety to all students that increase in complexity across the grade levels.

Transition activities are in place at all levels to ease the transition from one grade level to the next and/or one building to another. Guidance staff is primarily responsible for transition and orientation activities.

Community Coordination

Describe how the District accomplishes 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 closely with community preschool programs and early intervention services. District representatives attend monthly meetings with the early childhood care providers and share information about curriculum, programming and initiatives on both sides. Through a grant several years ago, the community providers were supported with materials and professional development to help them prepare students to be successful in the schools by working on a plan to ensure that children were

assessed for specific skills and standards prior to transition to the elementary schools. That information follows students to the elementary schools. Annual transition meetings are held so 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. Last spring, the District participated with the early childhood representatives to collaborate on an application for a reading grant and began the process of developing a literacy plan beginning with age 3 on up. The District has hired a Reading Supervisor who hopes to continue this process.

There are few efforts to communicate with community based after school programs with regard to specific curriculum or behavioral needs of students. There are a large number of programs in several communities that make this a daunting task for district staff at this time. The District has, however, applied for and received a 21st Century Learning Grant that has enabled the District to offer an afterschool program for the neediest children both financially and academically. That program is integrally tied to the District and tutors are required to communicate with district staff to ensure that homework is completed and specific remediation is provided where needed.

Warren County is served by a Workforce Investment Board and programs are provided in workforce development for middle level students through Industry Clubs and for high school students through various job shadowing and externship experiences. The Workforce Investment Board provides funding in addition to funds that are expended by the District for School to Work programming.

Other than the tutoring provided for grades 3-5 in the 21st Century after school program, there are no formal tutoring programs available in the Warren County Schools.

Preschool Agency Coordination

Explain how the District 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 District and those operated by community agencies under contract from the District.
3. Describe how the District provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Warren County School District and local agencies complete pre-school transition meetings for incoming kindergarten students to determine continued eligibility of services. These meetings are held by the end of February prior to the students entering kindergarten. The team reviews 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
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The district's materials and resources are carefully selected by the faculty and administration of the district. The resources and materials are aligned to the academic standards and anchors covered within the curriculum to help achieve student mastery.

Elementary Education – Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The district's materials and resources are carefully selected by the faculty and administration of the district. The resources and materials are aligned to the academic standards and anchors covered within the curriculum to help achieve student mastery. The district is currently analyzing the common core standards and beginning to align the curriculum in math and reading. Within this process, resources and materials will be analyzed to assure correct alignment for student success.

Middle Level

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

High School Level

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

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 50% or more of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Implemented in 50% or more 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
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Level of Implementation is Unknown
Early Childhood Education: Infant-Toddler to Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Level of

	Implementation is Unknown
School Climate	Level of Implementation is Unknown

Further explanation for columns selected "<50%", "UNK" or "NA".

In the area of mathematics, language arts, and career education, the district is well versed in the SAS materials and resources that are utilized in student achievement. These materials and resources act as a tool to guide instruction. In the other subject matters listed, the district is still working toward full implementation of the SAS materials and resources offered to teachers that teach these subject matters in the primary level.

Elementary Education – Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Implemented in 50% or more 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
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown

Further explanation for columns selected "<50%", "UNK" or "NA".

In the area of mathematics, language arts, and career education, the district is well versed in the SAS materials and resources that are utilized in student achievement. These materials and resources act as a tool to guide instruction. In the other subject matters listed, the district is still working toward full implementation of the SAS materials and resources offered to teachers that teach these subject matters in the intermediate level. The district has not developed a concrete background on the materials and resources of the three areas listed as "unknown" above. (School Counselor Association for Students; Interpersonal skills; School Climate)

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
Economics	Level of Implementation is Unknown
English Language Arts	Implemented in 50% or more 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
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	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	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown
World Language	Not Applicable

Further explanation for columns selected "<50%", "UNK" or "NA".

In the area of mathematics, language arts, and career education, the district is well versed in the SAS materials and resources that are utilized in student achievement. These materials and resources act as a tool to guide instruction. In the other subject matters listed, the district is still working toward full implementation of the SAS materials and resources offered to teachers in these content areas. Due to the implementation of keystone exams, other content-area teachers are analyzing the materials and resources and beginning to understand what is available to them. The middle level is very close to full implementation on some of the assessed areas such as mathematics and language arts. (The middle level does not offer World Language. Also, the district has not developed a concrete background on the materials and resources of the three areas listed as "unknown" above. (School Counselor Association for Students; Interpersonal skills; School Climate)

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in

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

	district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "<50%", "UNK" or "NA".

In the area of mathematics, language arts, and career education, the district is well versed in the SAS materials and resources that are utilized in student achievement. These materials and resources act as a tool to guide instruction. In the other subject matters listed, the district is still working toward full implementation of the SAS materials and resources offered to teachers in these content areas. Due to the implementation of keystone exams, other content-area teachers are analyzing the materials and resources and beginning to understand what is available to them.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe the District's current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

The district utilizes a "call blast" system to provide vital information to the parents of the school district. It acts as an opportunity to provide information to parents through an automated phone call. In some buildings, parent email distribution lists are created to provide families with weekly agendas of the school (and assignments). SMARTBOARDS have been provided to all mathematics and language arts teachers so they have the opportunity to utilize this source of technology to guide their instruction. Additionally, most science teachers have these technological devices for instructional use. Each teacher is also equipped with a computer within their classroom. Teachers can mainstream educational videos or content-related instruction onto the SMARTBOARD or projector. Throughout the district, our classrooms are provided with at least one student computer in order to work on assessments related to the standards and objectives being taught. For example, students can utilize the computer for the SM

program or take an Accelerated Reader exam online. All students in grades 4th through 12th have an email account which can be utilized for educational purposes such as blogs; homework 'drop boxes', and assignment folders. These technological opportunities make it easier for students to complete required assignments online. Lastly, computer labs are available within each school setting for teachers to utilize for instructional purposes.

The capability of our technology within the district is exemplary. However, older machines prove to be a disadvantage for students and staff members.

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how the District plans to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within the District Action Plans.)

This narrative is empty.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EI	ML	HS
Empowers educators to work effectively with parents and community partners.	X	X	X	
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
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

District's Professional Education Characteristics	EEP	EI	ML	HS
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				
Instructs the leader in managing resources for effective results.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	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 struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
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Provide brief explanation of District's process for ensuring these selected characteristics.

Several Title I elementary schools have partnered with parents and community members and have made that an integral part of their curriculum. Other elementary schools have continued to offer activities that enhance parent and community participation. The middle level schools have adopted a philosophy that incorporates parents and community members through scheduling of parent meetings and advisory participation. They have scheduled various parent nights to provide learning opportunities to parents on education as well as celebratory activities such as honor roll breakfasts. They have also established collaborative and supportive groups such as PTO and PTA.

Warren County School District enhances the educator's content knowledge in the area of the educator's certification or assignment by providing the support of Curriculum Coordinators to reinforce current trends in education, realigning curriculum to common core standards, and be the liaison between the educational staff and district administration.

The use of diagnostic and formative assessments has been provided in various professional development sessions provided to the educators to equip them with a variety of classroom-based assessment skills. Monthly faculty meetings, department meetings, and grade level meetings are utilized to analyze and use data for instructional decision making.

The District instructs the leader in managing resources for effective results through the use of the District Advisory Team, professional development offerings targeted for administrators to align curriculum, instruction, and assessment.

The Warren County School District has purchased Performance Plus, a data warehouse retrieval system that includes performance data from multiple assessments, Curriculum Connector for course mapping, and Assessment Builder to create common assessments. This tool provides leaders with the ability to access and use appropriate data to inform decision making.

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

The district will increase partnership with parents and community leaders through a newly formed partnership with the National Educational Foundation (NEF). This partnership has created the ability for parents and community members to participate in a parent academy that will allow them to take courses online. The NEF has also paid for parent nights for Success Maker training for parents.

The district is focusing on curriculum mapping and common assessment as strategies for improving student learning.

The teacher evaluation pilot program will enhance teacher and administrative communication of instructional practice focused on student learning.

The district is focusing on curriculum mapping and common assessment as part of our professional development activities over the next year. This will provide 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.

Strategies Ensuring Fidelity

- Building administrators participate fully in all professional development sessions targeted for their faculties.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- District has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- 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 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.

Provide brief explanation of District's process for ensuring these selected characteristics.

Building administrators participate fully in all professional development sessions targeted for their faculties.

Clear expectations in terms of teacher practice are identified for staff implementation.

District has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

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 based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.

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

The building administrators will be making evaluations and observations a priority for follow up and implementation to professional development activities. The district has purchased the Teachscape

software program for use with a grant funded Ipad purchase for administrators to conduct observations and record data to determine areas of strength and weakness.

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

The administrative team has developed an approach to professional development that supports the Board and District goals and the implementation of those goals.

Data driven conversations, student performance on local and state assessments, and teacher evaluation will be used to evaluate the impact professional development is having on teaching practices and student learning.

Induction Program

- Inductees will assign challenging work to diverse student populations.
- 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 District curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply District endorsed classroom management strategies.
- Inductees will know and utilize school resources that are available to assist students in crisis.
- Inductees will know the basic details and expectations related to District-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will know, understand and implement instructional practices validated by the District as known to improve student achievement.
- 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 District's process for ensuring these selected characteristics.

Prior to the start of the school year, academic coaches provide newly hired teachers to Warren County School District day long professional development orientation program. During this initial training, teachers are introduced to Central Office staff and Union representatives. They are given their induction manuals, view FERPA video and receive their computer login information. The teachers are then guided through the following online components: Access +, Pentamotion, PDE website, WCSD website, Success Maker, and Data websites.

Academic coaches provide monthly follow up meetings are held for 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 the District plans to address their incorporation.

Not Applicable.

Needs of Inductees

- Classroom assessment data (Formative & Summative).
- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by building supervisor to identify needs.
- Inductee survey (local, district, intermediate units and national level).
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Knowledge of successful research-based instructional models.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Standardized student assessment data other than the PSSA.
- Student PSSA data.
- Submission of inductee portfolio.

Provide brief explanation of District's process for ensuring these selected characteristics.

Classroom assessment data including formative and summative data are continuously reviewed during faculty meetings, mentoring meetings, new teacher induction program, and portfolio reviews.

Inductees are provided with the opportunity to observe master teachers as well as receive frequent observations by academic coaches and/or mentor to identify needs. Building principals observe their instructional practice numerous times throughout the school year with 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.

Second year teachers attend monthly induction meetings with the coaches to receive suggestions, provide reflections and receive continuous training.

Over the course of the year, new teachers complete a book study of Classroom Instruction that Works by Robert Marzano.

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 are required to complete a professional portfolio which summarizes instructional activities, lesson plans, professional growth, school district initiatives, and data, including PSSA data, tied directly to student achievement. These include standardized student assessment data other than the PSSA.

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

Not Applicable.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors must be willing to accept additional responsibility.

Provide brief explanation of District's process for ensuring these selected characteristics.

Teachers are traditionally selected by administrators. Teachers that are selected are chosen based on their accomplishments and ability to work with others.

Potential mentors must accept additional responsibility through a supplemental contract.

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

Some mentors and inductees do not have compatible schedules so that they can meet regularly. With the budget constraints it is not feasible to align schedules in some cases.

Mentors do not complete mentor training or have previous related experience. The district will have to develop a program to provide training to mentors.

Mentors have similar certifications and assignments when possible. Unfortunately there are often teachers that do not have similar certification or assignment within the same building.

Potential mentors must have demonstrated ability to work effectively with students and other adults.

Mentors will gain knowledge of District/School policies, procedures and resources through a training process.

Potential mentors will model continuous learning and reflection through the portfolio process.

Induction Program Timeline

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

If necessary, provide further explanation.

Not Applicable.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

District academic coaches annually review the induction program to determine effectiveness of the program. There is no set procedure for monitoring and evaluating the program.

Recording Process

- Building administrator receives, evaluates and archives all school mentor records.
- Completion is verified by the Superintendent on the Application for Level 2 Certification.
- District administrator receives, tallies, and archives all District mentor records.
- Mentor documents his/her inductee's involvement in the program.
- Schools maintain accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

Special Education

Special Education Students

Total students identified: 833

Identification Method

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

In determining the WCSD specific learning disability, 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>

LEA reviews its identification data by race/ethnicity and our procedures are clear to assist all students. If there appears to be a problem then we would address the need within each school. Continuous improvement and outreach activities in these important areas are always active in our District including this area.

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 either within the public school or the AEDY. The district acts as the host district and invoices the costs of education to the home school district.

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. Additionally, students are required to have a recommendation from a psychiatrist and the IEP/ISPT (Integrated Services Planning Team) for the student meets to discuss the appropriateness of placement.

3. All education services are provided either within the public school setting or within the Alternative Education for Disruptive Youth program (for those who meet criteria) as based on educational needs. Reference are 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.

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
4. 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.

We should continue with our current procedure that all students should first be considered for services in the LRE. ALL programs: The goal is to always have teachers, administrators, parents and student working together in a collaborative manner. We have area that we provide workshops, review meetings and provide data online for busy parents. We are always looking for varied ways for our special education students to demonstrate learning. We have common planning time for general and special education teachers together. Teachers have received in-service on co-teaching and differentiated learning at all levels. Measurable progress learning is instrumental to monitor the success and needs of each student. We provide training for teachers and Para educators on progress monitoring of measurable goals. Assistive Technology has grown and continues to help our students with communication and physical needs with the use of and. The use of in class amplification units for students with auditory processing needs is evident. There are many different AT devices provided at each level and each program. Development and delivery of instruction addresses diverse learning needs. Our students in LS programs and other areas often are successful when instructional adaptations such as pre-teaching and re-

teaching, verbal cues are given to them. The differentiated instruction provides help throughout the day for diverse learners. ES and AS: Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior. This is helpful to students in emotional and autistic support programs. Each student with an identified unique need requires a varied approach in their IEP. Ongoing training of teams is provided in writing, implementing successfully FBA and PBSP. We have a school social worker in our special education department who meets with certain students via their IEP. All of our Para Educators, administrators and many teachers have been trained and certificated in strategies in non-violent crisis prevention. We provide training with our intensive AS students via the behavioral specialist from the Barber National Institute (BNI). We had from BNI instructional methods demonstrated in ABA, Discrete trials, etc. Social Skills instruction is an ongoing process with our Autistic support students along with many different physical adaptations (room dividers, etc.) . We currently have training and implementation of School Based Behavioral Health Support in several schools. Our students with PT, OT and VI needs are provided instructional areas, equipment and trained to address their unique needs.

There are times that the IEP team notes that needed instruction outside of the general education is appropriate to meet the needs of the individual student. The District and the IEP team will provide supports and instruction in the regular education class. We certainly recognize the need to also provide intensive level support for these students since there are a small number of students in this category. As always we provide all students with supports to maintain their inclusion with their peers in the general education. These students continue to participate with their non-disabled peers for numerous activities.

The Supplementary Aids and Services (SAS) Toolkit, are planned for use within schools as it provides a systematic approach that guides teams through steps that supports students with disabilities to learn and succeed within general education classroom. Every faculty member received training regarding this along with a follow up during the 2009-2010 school year and prior to the start of school via Presentation provided an outline or guide that IEP teams consider the full range of supplementary aids and services that includes four categories of supplementary aids and services for consideration: Collaborative, Instructional, Physical, and Social-Behavioral A chart developed by PATTAN was given to participants that provides examples for each of the categories.

Our District always approaches each IEP with the regular education placement first for the entire day. The IEP team works with the parents to provide supports within the general education classroom to promote successful inclusion for the special education students. The IEP team always starts with the least restrictive environment. The student needs and how they can be addressed within the general education classroom are examined and discuss on possible adaptation and support if needed are discussed at that time.

There are times that the IEP team notes that needed instruction outside of the general education is appropriate to meet the needs of the individual student. We certainly provide intensive level support for these students since there are a small number of students in this category. As always we provide all students with supports to maintain their inclusion with their peers in the general education. These students continue to with their non-disabled peers for numerous activities.

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. The procedures are also based on Pattans' 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 LEA staff attended the PaTTAN trainings related to FBA/PBSP as well as the District principals FBA/ Positive Support Training conducted by our department .

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.

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, a growing need in the area of emotional support programs for students with significant mental health diagnoses is beginning to surface. The superintendent of schools is in the process of restructuring these programs first by the formation of a district task force and plan for outside consultation to evaluate our current needs and available services. During the life of this plan we hope to see development of a Therapeutic Emotional Support Program in addition to our current programs. This enhanced program would offer a high level of counseling and supports to be provided from district staff and contracted 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 teaching 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 the Barber Institute, BOCES in Chautauqua County NY, PA School for the Deaf, 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 rigorous curriculum that will provide them with skills necessary to graduate and pursue a career of their interest.

We believe that the strengths of our Special Education programs are intrinsically woven among the dedicated people throughout the special education department. Our highly qualified staff is committed to developing capable, proficient learners as the bar is raised to allow each student to strive toward his or her unique potential. In addition, the Warren County School District is supported and complemented by our Board of Directors, School Superintendent, parents, and community stakeholders, who take on an active role in the education of our students to produce successful members of our community. 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 in unison, these groups 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.

Alternative Assessments

For those Warren County School District students who do not successfully pass the state required assessments for graduation requirements, we have an approved alternative assessment available. Within the district, these students are supported with test taking techniques and strategies within their areas of need. Small group instruction is provided to meet their targeted areas of need.

Assistive Technology

Warren County School District employs .5 assistive technology consultants. 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. However, 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:

Inventories and prepares equipment before and after use as a Short/Long Term Loan

Sets up equipment

- 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

Autism

We worked closely with Barber National Institute to provide training to our special education teachers and our paraeducators. We provide training with our intensive AS students via the behavioral specialist from the

Barber National Institute (BNI). We learned from BNI instructional methods that they demonstrated ABA, Discrete trials, etc. Social Skills instruction is an on-going process with our Autistic support students along with various needs regarding physical adaptations (room dividers, etc.) . This area has been an important focus of our department.

School Based Behavioral Health provided by a community agency to provide counseling service as an extension of the Student Assistance Program. It has been offered in an elementary and middle schools and has expanded to other schools for the 2012-2013 school year.

Drop Out Prevention

The special education department recognizes that this area must become 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 best we have seen since 2003.

1. Report on State Performance Plan Targets

1. Graduation Rates

1. School Year 2009-2010: 68.75% did not meet SPP Target

2. **School Year 2010-2011: 82.35% met SPP Target**

2. Drop Out Rates

1. School Year 2009-2010: 31.25% did not meet SPP target

2. School Year 2010-2011: **17.65%** did not meet SPP target

- **Special Education Back to School In-service:** The Dropout Prevention speaker made an excellent presentation to all Special Education teachers, school psychologists, Speech and Language Pathologists, Special Education Supervisors, and Principals. (August 18, 2010)

- **Dropout Prevention Mentor:** During the 2010-2011 school years, the District hired a Student Assistant Mentor from Beacon Light. 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 worked with identified seniors has sought out a variety of activities which has resulted in an increase number of special education students graduating from WAHS. (completed June 2011 and hired for the 2011-2012 school year)

- **School Based Behavioral Health** program was conducted in two elementary schools and one middle school. Initially the program provided mental health services for students in grades k-8. (completed 2010-2011)

- **The Olweus Bullying Prevention program** is active and running in all attendance areas. We have an on-site facilitator who is monitoring and supporting the program implementation. This has been implemented in many middle schools and high schools in the WCSD. (2010-2011 and 2011-2012 on-going)
- **Why Try - Dropout Prevention Program:** The Why Try program will be implemented during the 2011-2012 school year for all students in 3rd-8th grades. During August 2011 there were 52 elementary and middle school teachers trained to become lead trainers in each of their school buildings. The Why Try program will be implemented to all 3rd through 8th grade students during the 2011-2012 school years.
- **National Dropout Prevention Conference In Philadelphia** – Two Principals, two Special Education Supervisors, two Special Education Teachers, and a Guidance Counselor attended this conference. This team provided important feedback and recommendations on dropout prevention to the Director of Special Education and the school based teams. (January 2011)
- **Child Study Meetings:** All elementary buildings conduct Child Study Meetings of all at-risk students. Principals will 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. (conducted during the 2010-2011)
- **READ 180** was implemented at the Middle School level. The Read 180 program was implemented at the secondary level during the 2009-2010 school year. 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. (completed June 2011)
- **Tutoring:** Our elementary, middle and secondary schools offered **tutoring** after or during school in either reading or math during the 2010-2011 school year. (Completed June 2011)

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. Working closely with special education staff, therapists, tutors, and paraprofessionals great effort is made to provide struggling students with the necessary tools to succeed. We strive to provide common planning time whenever possible to support team work and collaboration between special education and regular education teachers.

School Social Work/Home and School Visitor and District Attendance: The team of individuals worked closely with families, teachers, principals and students on focused areas via the IEP.

Life Skills

Special Education students who have been identified with significant needs participate in the Life Skills Support (K-12) Program. The goals of the program are focused on the individual needs of each student. The development of these goals often include psychosocial skills, functional life skills, community based instruction, physical therapy, occupational therapy, speech and language support services 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. Peer Buddy Programs allow access to non-disabled students within their day. Projects include brownie and cookie sales, student store, etc. The activities in the LSS program continues throughout to transitioning into pre-vocational and vocational training based on the individual needs of the student.

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.

The individual works 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.

Paraprofessionals

All of our Para-professionals within the Warren County School District have are considered highly qualified by PDE. The Para-Professionals and Personal Care Assistants all received their Highly Qualified Status and work throughout each school year to earn their 20 hours of professional development. The Para Educators have on-going instruction in various areas including all of the PATTAN PDE Competencies along with Non Violent Crisis Intervention. Instructional strategies were provided to them in working with special education students in the areas of reading, math and autism. The Personal Care Assistants (PCA) earned their 20 hours each school year. They earned certification in First Aid, CPR and other areas. Our Personal Care Assistants receive 20 hours of staff development activities related to their assignment each school year (the 20 hours of training required by the school-based ACCESS program)

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 begins 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.

Professional Development

- Airliner Training
- Aligning Math Curriculum with the Keystone Anchors
- Analyzing & Applying Data to Enhance Class Instruction & Student Performance

- Analyzing Science Data
- Assistive Technology IPAD
- Autism: Dealing with Self Injury and Aggressive Behaviors
- Balancing Music & Testing - Student Motivation
- Beacon Light Behavioral Health Multisystemic Therapy
- Benchmark Assessment Data & Unit Planning
- Blooming Language - Speech/Language Teachers
- Book Study: "Brain Rules"
- Choice Theory and Competency Integration
- Common Core Standards for all Content Areas
- Connecting Integrated Academics with Technology Careers
- Data Analysis
- Data Informed Decision Making
- Data and Teacher Evaluation System
- Data Framework
- Data Integration and Use
- Developing Instructional Materials with Technology Science Educators
- Elementary Science Training
- Elementary Social Studies Training
- Functional Behavior Assessments/Positive Behavioral Support Plans and Data Collection
- Feingold Workshop & Support
- First Grade Professional Development
- First Grade Standards Based Report Cards
- Teachers Data Driven Decision Making Curriculum Development
- "The Link" in Warren County between Animal Abuse and Family Violence

- Health Course Challenge Development and alternative assessment Writing Program
- Help Protect our Students for the Certified School Nurse & the Medical Assist Aide
- Identifying & Supporting Homeless & At Risk Students
- IEP Plus Software Review
- Incorporating Performance Tracker for Instructional Decision Making
- Increasing Student Engagement
- Integrating Gaggles to effectively support & enhance instructional opportunities
- Interpreting Interactive Classroom Diagnostic Tool Reports
- Introduction to the IU Digital Portal
- Keynote Speaker LouAnne Johnson
- Kindergarten Grade Level Activities
- Kindergarten Professional Development
- Level 1 Senteos Getting Started
- Level 2 Senteos Getting Going
- Library Media Specialists
- Life Skills and Autistic Support
- Mapping, Aligning, and Collaborating Best Practices within the FCS Department
- S.A.V.E.S. Act 80 Day
- Math and Writing Across the Curriculum Grade 3
- Math and Writing Across the Curriculum Grade 4
- Math and Writing Across the Curriculum Grade 5
- Microsoft Office 2010 Training
- Middle Level Data Medley
- Model Drawing Singapore Math
- Music Curriculum and Community Connections

- Non-Violent Crisis Intervention (CPI) Initial Training Including Autism
- Nova Net Courseware Implementation Training
- Nova Net Monitoring Student Progress
- Nursing In-service
- Olweus Training Bullying Prevention
- Performance Plus Training
- Pysanky and other folk arts
- Read 180
- Reading Across the Curriculum
- SAMHS Data-Driven Instruction
- SAS Teacher Tools
- School Nurse
- School Nurse MAA
- School Psychologists
- Second Grade Standards
- Senteo System Multiple
- Setting Nova Net programs
- SGES Data Analysis
- Singapore Math Instruction
- SM Results and Reports
- Smart Board Training
- SM SME training and setting up classes
- Social Studies grades 6-12 Curriculum
- SPARK PE for Middle School Workshop
- SELC Book Studies Effective Teaching

- SELC K-2 Instructional Best Practices
- Stock Market Game
- Strategies to Improve SLP's Roles and Responsibilities
- Student Transition Planning
- Team Building Effective Communication
- Reading Across the Content Areas
- Tips, Tricks, and Tools for the PSSA
- Training for Nova Net/Assessing Technology Education Safety Standard in Relation to MSDS
- Transitional planning for emotional support
- Updates in Speech Language Pathology
- Using Senteo Student Response Units for Formative Assessments
- Using Successmaker
- Utilizing Curriculum Connector for Curriculum Mapping
- WAHS Data Analysis Workshop
- WCCC Integrating Student Performance
- WCCC STEM activities incorporated within curriculum
- World Language Curriculum Meeting
- World Languages Instructional Strategies
- Worldbook Online & Power Library

Transition The District has worked closely with community based team referred to as Transition Council. One focus area is Youth Leadership for our students identified with special needs. There have also been individuals sent to the PA State Transition Conference held at Penn State.

Beginning with students 14 years old or even younger, the district will increasingly involve students in the development of their own IEP's. This will progress in the students transition section of their annual IEP's throughout their transition age while in school. The school based team provides a review of the transition portion of the last IEP in which each student participates prior to graduation along with the

Summary of Performance and Exit NOREP for each student. Students also participate in an exit survey and case managers attempt to make follow up contact with each graduate on year post graduation.

Tutoring

The 21st Century Community Learning Centers After-School program is a grant funded program for targeted students in grades 3-5. This program provides children with a specific amount of time in physical activity, tutoring/homework assistance and enrichment activities.

Assurances

Safe and Supportive Schools Assurances

The LEA agrees to comply with all requirements of Student Services outlined in Chapter 12, these include:

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Beacon Light - Residential Treatment Facility	Nonresident	Warren County School District	6
Warren County Prison	Incarcerated	Warren County School	2

		District	
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Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Beacon Light Behavior Services	Other	Emotional Support, Residential Treatment, Adjudicated Youth	8
WPA School for the Deaf	Approved Private Schools	Hearing Impairment Support	1
Keystone	Special Education Centers	Multiple Disabilities	1
The Pathway School	Approved Private Schools	Residential Treatment Center	2
Perseus House	Approved Private Schools	Residential Treatment Center	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Street Early Learning Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 8	10	1

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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South Street Early Learning Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	8	0.5
Allegheny Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	15	0.5

Program Position #3*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	13	1

Program Position #4*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	9	1

Program Position #5*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	14	1

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	1

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	11	1

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	14	1

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	14	1

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	15	1

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sugar Grove Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	2	0.15
Russell Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	4	0.15
Eisenhower Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 16	13	0.7

Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eisenhower Middle/High	A Junior/Senior	A building in which	Itinerant	Learning Support	16 to 19	16	1

School	High School Building	General Education programs are operated					
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Program Position #13*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eisenhower Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	16	1

Program Position #14*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheffield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	22	1

Program Position #15*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Allegheny Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 7	3	1

Program Position #16*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	17	1
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Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	16	1

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	11	1

Program Position #19*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	15	1

Program Position #20*Operator: School District*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	7	1

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	11	1

Program Position #22*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	15	1

Program Position #23*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	19	1

Program Position #24*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	10	1

Program Position #25*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	12	1

Program Position #26*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	7 to 9	9	1

Program Position #27*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	8 to 11	7	1

Program Position #28*Operator:* School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	9 to 12	10	1

Program Position #29*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	12	1

Program Position #30*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	7	1

Program Position #31*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	8	1

Program Position #32*Operator:* School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 13	6	1

Program Position #33*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	9	1

Program Position #34*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaty-Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	10	1

Program Position #35*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 20	9	1

Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.

Program Position #36

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Russell Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	8	1

Program Position #37

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eisenhower Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 17	16	1

Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.

Program Position #38

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	9 to 13	12	1

Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.

Program Position #39

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area	An	A building in	Full-Time	Autistic	7 to 12	11	1

Elementary Center	Elementary School Building	which General Education programs are operated	Special Education Class	Support			
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Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.

Program Position #40

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	5 to 11	7	1

Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.

Program Position #41

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	11 to 14	8	1

Program Position #42

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 10	6	0.5

Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.

Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 14	5	0.5
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Program Position #43

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 13	9	0.5

Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.

Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 19	9	0.5
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Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.

Program Position #44

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	8	1

Program Position #45

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	11	1
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Program Position #46*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	10	1

Program Position #47*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	11	1

Program Position #48*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 15	7	1

Program Position #49*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville High	A Senior	A building in	Itinerant	Learning	14 to	11	1

School	High School Building	which General Education programs are operated		Support	18		
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Program Position #50*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	11	1

Program Position #51*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	11	1

Program Position #52*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 19	10	1

Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.

Program Position #53*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 18	8	1

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Warren County School District	1
Special Education Supervisor	Warren County School District	1
Special Education Supervisor	Warren County School District	1
Special Education Supervisor	Warren County School District	1
School Social Worker / Home & School Visitor	Warren County School District	1
School Psychologist	Warren County School District	1
School Psychologist	Warren County School District	1
School Psychologist	Warren County School District	1
School Psychologist	Warren County School District	1
Speech/Language Clinicians	Warren County School District	1
Speech/Language Clinicians	Warren County School District	1
Speech/Language Clinicians	Warren County School District	1
Speech/Language Clinicians	Warren County School District	1
Speech/Language Clinicians	Warren County School District	1
Speech/Language Clinicians	Warren County School District	1
Para Professional	BWMS	1
Para Professional	BWMS	1

Para Professional	BWMS	1
Para Professional	BWMS	1
Para Professional	BWMS	1
Para Professional	SSELC	1
Para Professional	WAEC	1
Para Professional	WAEC	1
Para Professional	WAEC	1
Para Professional	WAEC	1
Para Professional	WAEC	1
Para Professional	WAEC	1
Para Professional	WAEC	1
Para Professional	WAEC	1
Para Professional	WAEC	1
Para Professional	WAEC	1
Para Professional	WAHS	1
Para Professional	WAHS	1
Para Professional	WAHS	1
Para Professional	WAHS	1
Para Professional	WAHS	1
Para Professional	WAHS	1
Para Professional	WAHS	1
Para Professional	WCCC	1
Para Professional	WCCC	1
Para Professional	WCCC	1
Para Professional	AV	1

Para Professional	AV	1
Para Professional	SAMHS	1
Para Professional	SAMHS	1
Para Professional	SAMHS	1
Para Professional	EMHS	1
Para Professional	EMHS	1
Para Professional	EMHS	1
Para Professional	RES	1
Para Professional	RES	1
Para Professional	RES	1
Para Professional	RES	1
Para Professional	RES	1
Para Professional	SGES	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YHS	1
Para Professional	YHS	1
Para Professional	YHS	1
Para Professional	YHS	1

Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional Medical Assistant (MA)	WAHS	1
Para Professional Medical Assistant (MA)	Warren County School District	1
Para Professional Medical Assistant (MA)	Warren County School District	1
Para Professional Medical Assistant (MA)	Warren County School District	1
Occupational Therapist	Warren County School District	1
Occupational Therapist	Warren County School District	1
Physical Therapist	Warren County School District	1
Visual Support Consultant	Warren County School District	0.5
School Psychologist	Warren County School District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Bollinger Enterprises Incorporated	Outside Contractor for the School District	5 Days
Barber National Institute	Outside Contractor for the School District	5 Hours
Physical Therapy Services	Intermediate Unit	5 Days
Occupational Therapy Services	Intermediate Unit	3 Days
Visually Impaired Services	Intermediate Unit	2 Days

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:

Schools seem to be most concerned about partnering with families and the community to support student participation in the learning process.

The next two items of equal concern to schools are planning professional development that can be implemented with fidelity and ensuring that school staff members uses standards aligned assessments to monitor student achievement and adjust instructional practices.

The next noted concern is ensuring that teachers and administrators have time built in to meet on a regular basis to analyze multiple data sources.

District Accomplishments

Accomplishment #1:

In comparison with state averages, Warren County School Districts' scores in both reading and math exceeded the percent of proficient and advanced.

Accomplishment #2:

Mathematics performance levels exceeded the performance target of 72% by 6.9%.

Accomplishment #3:

In grades 3-8 the PVAAS three year growth average in both reading and math exceeds the state's growth standard.

District Concerns

Concern #1:

There is a three year average growth decrease in grades 4 and 8 in reading.

Concern #2:

Significant decline of students taking AP exam and qualifying for college credit.

Concern #3:

Our planned instruction, curriculum, and instructional resources are areas of concern as we were late to revise and align them to the Common Core and Keystone anchors, which may create gaps in grade level learning progressions.

Prioritized Systemic Challenges

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

Aligned Concerns:

There is a three year average growth decrease in grades 4 and 8 in reading.

Our planned instruction, curriculum, and instructional resources are areas of concern as we were late to revise and align them to the Common Core and Keystone anchors, which may create gaps in grade level learning progressions.

Systemic Challenge #2 (*System #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

There is a three year average growth decrease in grades 4 and 8 in reading.

Our planned instruction, curriculum, and instructional resources are areas of concern as we were late to revise and align them to the Common Core and Keystone anchors, which may create gaps in grade level learning progressions.

Systemic Challenge #3 (*System #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

There is a three year average growth decrease in grades 4 and 8 in reading.

Significant decline of students taking AP exam and qualifying for college credit.

Our planned instruction, curriculum, and instructional resources are areas of concern as we were late to revise and align them to the Common Core and Keystone anchors, which may create gaps in grade level learning progressions.

Systemic Challenge #4 (*System #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

There is a three year average growth decrease in grades 4 and 8 in reading.

Significant decline of students taking AP exam and qualifying for college credit.

Our planned instruction, curriculum, and instructional resources are areas of concern as we were late to revise and align them to the Common Core and Keystone anchors, which may create gaps in grade level learning progressions.

Systemic Challenge #5 (*System #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

There is a three year average growth decrease in grades 4 and 8 in reading.

Systemic Challenge #6 (*System #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Systemic Challenge #7 (*System #6*) Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Systemic Challenge #8 (*System #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Systemic Challenge #9 (*System #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Systemic Challenge #10 (*System #12*) Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

District Level Plan

Action Plans

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

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Formative

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 which will therefore enhance student performance.

Strategies:

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping:

http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Action Steps:

Curriculum Mapping

Description:

Each grade level and core content areas will have a completed calendar based curriculum map with standards, content, skills, and essential questions housed in Performance Plus' Curriculum Connector.

Teachers will begin utilizing this information for planning and instructional practice.

Start Date: 9/4/2012 **End Date:** 6/10/2014

Program Area(s): Professional Education

Supported Strategies:

- *Curriculum Mapping*

Goal #2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Formative

Data Source: Teachscape, Keystone Exams, PSSA exams, AP exams, Common Assessments, Classroom Diagnostic Tools, 4Sights, Dibels

Specific Targets: Teacher reflections within the evaluation process. Detailed progress monitoring of teacher effectiveness within each of the four domains. Enhanced student performance on formative, benchmark, diagnostic, and summative assessments.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one

such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

SAS Alignment: Assessment, Instruction

Action Steps:

Common Assessment

Description:

Each core content area will create a local common assessment that will be given in each grade level and content area quarterly. This assessment will be created and housed in the Assessment Builder area of Performance Plus. This common assessment will be a product of the curriculum mapping taking place in Goal #1.

Start Date: 1/21/2013 **End Date:** 6/6/2014

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- *Common Assessment within Grade/Subject*

Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, and 16. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

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

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

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

No signature has been provided 

School Board President

No signature has been provided 

Chief School Administrator