

# Warren County School District

## 2018 Pupil Service Report Card

### Inside This Report

Page 2-5

2017-2018 Focus Areas

Page 6

2018-2019...Looking Forward  
Teacher-Student Ratio

Page 7

Special Education Enrollment



Special education is a service  
or system of providing  
supports to students,  
not a place.

SERVICE  
RELATIONSHIP  
TRUST  
SUPPORTIVE  
COMMITMENT  
RESPECT  
ENGAGEMENT

Warren County School District is located in Northwestern Pennsylvania. The Warren County School District serves students across a 788 square mile area, which makes the district the second largest in the state in terms of geography.

The district operates nine buildings in four attendance areas (North, Central, East, and West) and the Warren County Career Center to support the educational needs of students in each community.

WCSD is committed to developing a culture of accountability and promoting equitable learning opportunities for students.

The district offers a wide-range of programs & services - including Individualized learning, Physical Therapy, Occupational Therapy, Speech & Language Therapy, transition planning and behavioral interventions.

Throughout the 2017-2018 school year, the district focused on developing a full continuum of effective behavioral interventions for all students by increasing district services and collaboration with community providers.

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## **2017-2018**

### **Pupil Service Focus Areas**

#### **Continuum of Services**

WCSD added k-12 full-time emotional support programming in the central attendance area, expanding existing programming in the western attendance area. The special education department also reallocated existing staff to service students in the new multiple disabilities classroom at Warren Area Elementary Center. "Multiple disabilities" means concomitant impairments (such as mental retardation blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.

#### **Multi-Tiered System of Supports**

Multi-Tiered System of Supports (MTSS) is a coherent continuum of evidence-based, system-wide practices that supports each students academic and behavioral needs, with frequent data-based monitoring. Administration has spent the last three-years developing and piloting curricular and behavioral interventions. Year 4 will involve piloting tiered curricular interventions in mathematics in K-5, continued expansion of behavioral interventions (e.g., School Wide Positive Behavior Intervention and Support program), and ongoing evaluation and development of data collection procedures. Year 5 will involve full implementation of mathematics k-12.

#### **Child Study Team**

Child study team (CST) is a systemic process designed to determine interventions necessary to meet the needs of students experiencing learning, medical, and behavioral difficulties. Students demonstrating difficulty in school may be referred to the school's child study team to identify areas of concern and target interventions to support the difficulties.

The child study team reviews existing data to develop and implement interventions necessary to support identified area(s) of concern. If interventions in the regular education program do not resolve the difficulty, a child will be referred for a screening meeting to determine if a Chapter 15/Section 504 plan or Chapter 14 (special education) evaluation is necessary. Beginning 2016-2017, a focus group evaluated CST procedures and recommended revisions to promote implementation with fidelity and consistency throughout the district. In 2017-2018, year 2, administrators followed established procedures and CST calendar to facilitate ongoing collaboration, discussion and planning to target interventions.

#### **Social Skills Curriculum**

The special education department developed Social Skills I & II curriculum. The curriculum is available to all 9-12<sup>th</sup> grade students (e.g., Chapter 15/Section 504 plan, student suffering short-term trauma, regular education student demonstrating need, student receiving Chapter 16 gifted services, etc.) identified in need of MTSS tier 2 interventions.

#### **Threat Assessment**

A focus group used Dr. Dewey Cornell's manual for school-based teams to develop Threat Assessment and Positive Behavior Support procedures.

### **Positive Behavior Support Plan**

In August 2017, Dr. Dewey Cornell's Threat Assessment presentation resulted in a review of Policy 10930 Behavior Management and the positive behavior support plan (PBSP) procedures. The special education department, in collaboration with counsel, has completed the evaluation process and policy recommendations will be presented to the Board of Education in March 2018.

### **Psychological Counseling**

Throughout 2016-2017 the special education department engaged in ongoing discussion with the Board of Education and Superintendent regarding the increasing need of services to support mental health needs of children in our schools. In 2017, an additional school psychologist was hired; the role of the position is to provide psychological counseling services to all students in the district following referral from CST and/or the IEP.

Psychological counseling differs from psychotherapy in a number of important ways. For example, psychological counseling as a related service is typically less intrusive than psychotherapy and focuses on school-related issues such as appropriate classroom behavior, coping skills, or social functioning. School-based services are typically behavior-based, with an emphasis on practical and immediate application of skills rather than the development of insight (PaTTAN, 2016).

### **Trauma-Informed Classroom**

Joshua MacNeill, Director of Lakeside's NeuroLogic Initiative and an expert in trauma-informed education provided training to all staff on trauma, its impact, intervention strategies and approaches for schools on January 15, 2018.

- 20 hours of consultation & coaching with Josh MacNeill, the first session with 12 teachers occurred on February 13, 2018.
- Trauma-Informed education assemblies are scheduled to occur throughout the 2018-2019 for all sophomores and juniors.

### **School-Community Partnerships**

#### **Behavior Specialist Consultant Services & Applied Behavior Analysis**

In 2015-2016 the WCSD had an agreement with the Achievement Center for Behavioral Specialist Consultant services at Youngsville Elementary Middle School. Year 2, in 2016-2017, the special education department increased contracted services with the Achievement Center to add a Behavioral Specialist Consultant with Applied Behavior Analysis (ABA) certification to service students receiving Autism services and supports. Year 3, in 2017-2018, the special education department shifted responsibilities of the BSC with ABA certification so he/she was available to provide consultation services to teachers and all students in WCSD. In addition, the special education department added a BSC to support WAEC, BWMS and WAHS. In summary, the Achievement Center staffs two Behavior Specialist Consultants and one Behavior Specialist Consultant with Applied Behavior Analysis certification in WCSD schools.

Applied Behavior Analysis is an Antecedent-Based Intervention (ABI) which is the application and practice of the scientific theory to learning, including Operant and Classical Conditioning.... As an Antecedent-Based Intervention, the goal of Applied Behavior Analysis is to prevent behavior from reoccurring and teach alternative ones. Behavior refers to all actions and skills, not just diminishing problematic behaviors but increasing behaviors that are desired.



### **Out-Patient Mental Health Expansion**

The Special Education Department engaged in stakeholder planning with mental health service providers to initiate a school-community partnership to expand mental health services available to students. In 2016-2017 CCBH approved Beacon Light Behavioral Health System's request to expand out-patient services provided in school at Eisenhower, Sheffield, and Warren County Career Center.

### **Aggression Replacement Therapy**

In 2017-2018, Family Services of Warren County began providing the Aggression Replacement Therapy program on a rotating basis at each high school.

### **Pre-Employment Transition Services**

In collaboration with Bollinger Enterprises, Inc. the special education department implements Section 511 Legislation - Workforce Innovation and Opportunity Act (WIOA) and Pre-Employment Transition Services (PETS). We greatly appreciate the collaboration and opportunity to provide special education and at-risk students with the opportunity to access authentic, interest-based Pre-Employment Transition and work-based learning experiences to prepare them for future employment.

## **Additional Elementary Behavioral Support & Interventions**

### **Suicide Prevention Program**

Dr. Perri Rosen is the director of the Garrett Lee Smith Suicide Prevention Program. WCSD has consulted with her numerous times in the development and implementation of suicide prevention and intervention. Staff were trained by Dr. Rosen to be trainers for WCSD in the Question, Persuade and Refer process in dealing with at risk students. Dr. Paula McCommons, Director of the STAR Outreach Center provided training on intervention with at risk students for our school counselors, school psychologists, community agencies and community members.

### **School Wide Positive Behavior Intervention and Support**

Year 1, 2014-2015, Youngsville Elementary Middle School implemented School Wide Positive Behavior Intervention and Support (SWPBIS). Year 4, Warren Area Elementary Center (WAEC) began the SWPBIS program. Year 5, 2018-2019, YEMS will implement tier II of the SWPBIS program, WAEC will be in full implementation and SWPBIS will expand to Eisenhower Elementary School, Sheffield Area Elementary School and Beaty Warren Middle School.

### **School Safety Trainings**

City of Warren Police Department Chief Deppen and Boyd Freeborough provide ongoing school safety trainings - including the following which have occurred between September 2015 to date:

- ALICE (active shooter – alert, lockdown, inform, counter, evacuate) training to staff and students
- Standard Response Protocol (lockdown, lock out, evacuate, shelter) to staff and students
- Navigate is a proven school safety emergency response system designed to assist and prepare school officials and first responders for emergency situations. The secure, cloud-based platform offers 911 dispatch centers and emergency personnel real-time Internet access of a school's facility and safety information, including the schools' surveillance cameras.
- Drills are held at each building - fire, lockdown, lock out, severe weather
- An Active shooter drill was conducted in 2015, and a second drill is scheduled for summer 2018.
- The district prioritizes ongoing collaboration with emergency responders on school safety to promote a multitiered system of school safety supports.

### **Summer 2018 Trainings**

The district will offer a week long intensive training for all administrators on consistency and implementation of behavior interventions, crisis management, and understanding student behaviors.

### **Dan St. Romain**

An educational and behavioral consultant who has presented to WCSD staff for last two years during professional development days. Mr. St. Romain's expertise centers on school climate, brain-based instruction, developmentally appropriate educational practices, and helps staff gain insight into the connectedness between educational practices and student behavior.

## **Elementary Behavioral Interventions**

The district has engaged in ongoing evaluation of needs at Youngsville Elementary Middle School & Warren Area Elementary Center in response to the increase in mental health and behavioral needs of our children. Administration has led a strategic collaborative approach with staff, parents, and community providers to address concerns and needs.

The following behavioral interventions have strategically been implemented throughout the 2017-2018 school year:

- Behavior support specialist (contracted by the school district from the Achievement Center) working with the teacher and students on behavior and classroom management strategies
- District instructional coach providing behavior and instructional support to the classroom teacher
- CSBBH (Beacon Light) mental health support to individual students
- Additional full time teacher added to the classroom for a period of time to support student behavioral needs
- Building and district level administrative support for the classroom teacher and students
- Dean of Students actively working with students individually, small group and classroom
- Check-in, check-out with school counselors, Dean of Students for individual students in need of additional behavior support
- School counselor provides weekly classroom lessons regarding social skills/appropriate behavior
- Child Study Team meetings to develop positive behavior intervention plans to support both behavioral and academic needs of individual student
- Special Education screenings and evaluations conducted; supports put in place for qualifying students
- SWPBIS lessons taught to every classroom in the school regarding building procedures and behavior expectations

The old proverb “It takes a village to raise a child” eludes to the conclusion that authentic school-community collaboration is needed to nurture our schools to support needs in our community.

## Looking Forward....2018-2019

Transition to PowerSchool

K-12 Life Skills curriculum development

Multi-Tiered System of Support (MTSS) pilot in K-5 math

The special education department will focus on transition planning (career/work based readiness). Building work-based learning experiences through a continuum of experiences designed to foster improved education outcomes for students with disabilities. Work based learning includes self-exploration, career awareness, career exploration, and career preparation culminating with unpaid or paid work experience.

Explore process to use Rtl for SLD Determination specific to the areas of reading, writing, and/or mathematics.

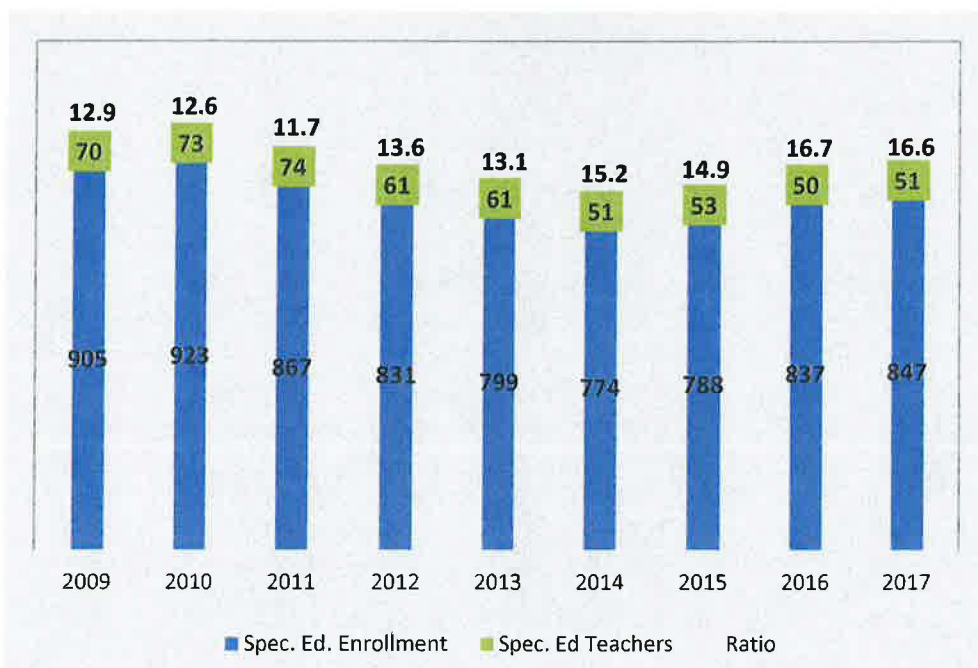
Drug & Alcohol Services

Explore School Therapy Dog Services

Steer collaborative discussion to assess needs of children entering Kindergarten and develop intervention/programming recommendations.

Evaluate implementation of Psychological Counseling services to steer expansion of direct behavioral interventions.

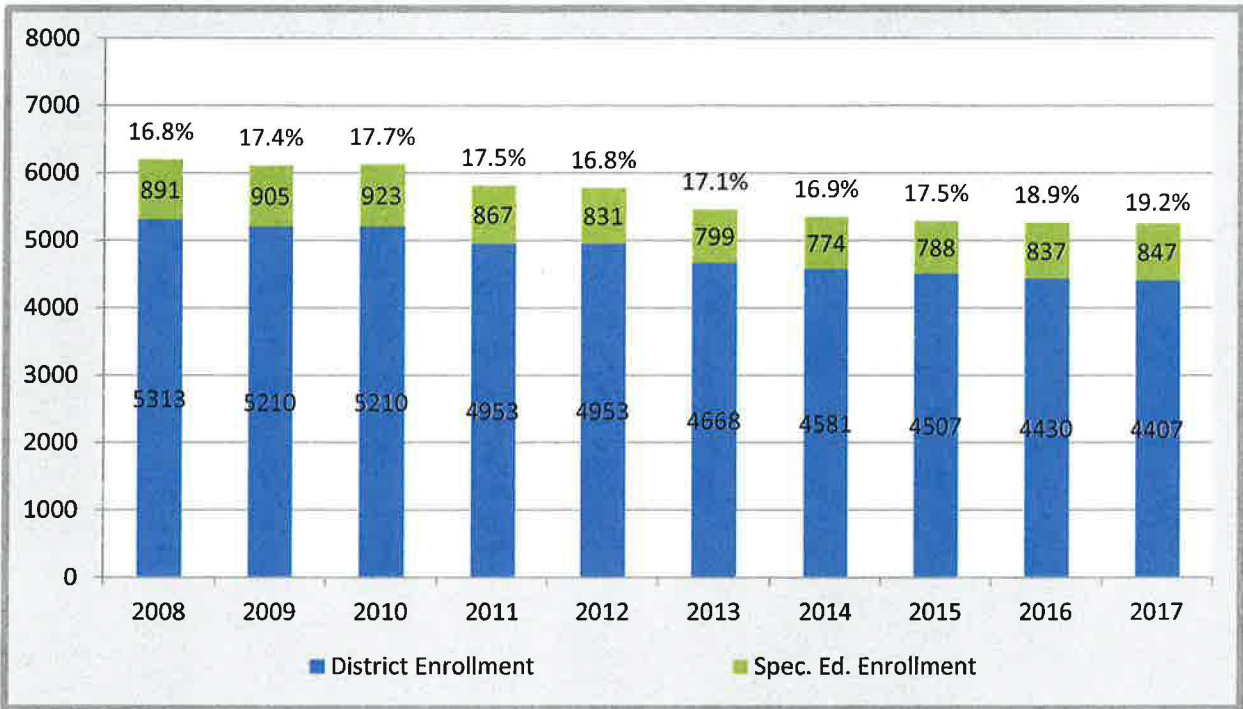
## Special Education Teacher/Student Ratio



From 2007-2018, the special education student-teacher ratio has remained fairly consistent with enrollment.

WCSD employs seven school psychologists, one assistive technology teacher, ½ Hearing-Impaired teacher, and seven Speech Language Pathologists. The IU5 provides one Physical Therapist, two Occupational Therapist, and vision support to provide related services.

Warren County School District  
Special Education Data



The WCSD student population has decreased 18.642% since 2007-2008 while the special education enrollment has increased 2.4% of the total enrollment.

