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# Pennsylvania Department of Education

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

**Special Education Report**  
**Thursday, September 24, 2009**  
**(Last Last Approved: Friday, July 10, 2009)**

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

## School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Warren County SD	Northwest Tri-County IU 5	Dr. Robert Terrill	14	5221	907

### District Special Education Contact:

Name	Title	Phone	Fax	Email
Mrs. Diane Martin	Director of Special Education	814-723-6900	814-723-7065	diane.martin@wcsdpa.org

## Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Baker, Judy	PATTAN - Parent Consultant	Parent	Diane Martin, Director of Special Education
Collopy, Leslie	WCSD	Special Education Teacher	Diane Martin, Director of Special Education
Dilks, Jennifer	Academic coach	Regular Education Teacher	Warren County Board of Directors
Dunshie, Jane	WCSD	Administrator	Diane Martin, Director of Special Education
Fry, Judy	WCSD Special Education Secretary to Director	Other	Diane Martin, Director of Special Education
Greenwald, Gini	Warren/Forest Human Services	Community Representative	Diane Martin, Director of Special Education
Hahn, Pamela	Parent	Parent	Diane Martin, Director of Special Education
Johnson, Michelle	WCSD	Ed Specialist - School Psychologist	Diane Martin, Director of Special Education
Koontz, Ellen	WCSD Special Education Secretary to Director	Other	Diane Martin; Director of Special Education
Martin, Diane	WCSD Director of Special Education	Administrator	Superintendent
Maze, Jenny	Secretary	Other	Diane Martin, Director of Special Education
Nelson, Mark	WCSD	Administrator	Diane Martin, Director of Special Education
Terrill, Robert	WCSD Superintendent	Administrator	Board of Education
Wilks, Sandy	WCSD	Administrator	Diane Martin, Director of Special Education
Yourchisin, Kimberly	WCSD	Administrator	Diane Martin, Director of Special Education

## Program Evaluation (P.L. 105-17, §612(2) and §613(a))

## Current Program Strengths and Highlights

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

**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 certainly committed to developing capable, proficient learners as the bar is raised to allow each student to strive toward his or her own 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 an active role in the education of our students to produce successful members of our community and the world at large. Our special and regular education teachers, psychologists, special education supervisors, speech and language therapists, paraeducators, other 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 our children.

The following outline provides an overview of some the outstanding areas provided via our WCSD Special Education Department:

- **Professional Development:** Inclusion and co-teaching programs were presented to teachers by the academic coaches, special education supervisors and certain special education teachers. Various presentations emphasized strong communication with teachers and support staff. Instructional strategies are emphasized and shared as these provide individualized approaches for each student. The District recently completed a four year project for Differentiated Instruction (DI) for each teacher. Professional development includes Non Violent Crisis Intervention research-based training which has been planned to include all District administrators and many regular educators. Also training is held regarding the testing materials, PSSA adaptations for students with disabilities, modified tests, Progress Monitoring in reading and mathematics, Reading Apprenticeship, autism, and Data Driven Decision Making.
- **Inclusion:** To the maximum extent possible the WCSD includes students identified with a disability with non-disabled peers. This is evident in all schools as inclusion and co-teaching programs are implemented at K-12 levels. When a special student needs more support to remain in the regular classroom than the teacher can provide, Supportive inclusion is built into that student's IEP. This allows special education teachers, paraprofessionals, and general education teachers to provide additional adaptations/modifications and instruction from the regular curriculum in the regular 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. The Success Maker Computer Software Program will be utilized to provide additional remedial opportunities for students needing specific reading and math skills reinforcement. The District approved and successfully implemented all day Kindergarten

for *all* students. Students in out of district placements return to our district as soon as possible so they can receive their education in a school close to home.

The availability of during school and after school tutoring for all students has shown an increased confidence for some special education students regarding their individual academic performance due to this support. Professional development for the past four years provided all teachers an opportunity to participate in the Differentiated Instruction (DI) professional development. We strive to provide common planning time whenever possible to support team work and collaboration between regular and special education teachers. The District was also awarded PDE "mini-grants" to target inclusion practices. One of the long term grants focused on the middle level schools and another short term grant focused on an elementary school. There were presentations and trainings that assisted professional staff in implementation of positive interventions toward successful inclusion strategies. Each school involved completed an Evidence Based School Inclusion Needs assessment. It was also noted that certain schools participated in the School Needs Assessment and plan to use the information to enhance their own planning regardless of whether they receive grant monies or not.

- **Para Educators:** The Special Education Department has outlined plans to meet the needs of all special education para-educators to reach the highly qualified status by 2011. Presently all special education para-educators are certified in first aid /CPR, Non Violent Crisis Intervention program. All have received training on the Special Education PDE Standards 1-4. These same para educators will meet the requirement of achieving their 20 hours of professional development by June 2009. A series of planned instructional areas of professional development have been outlined for the 2009-2010 and 2010-2011 school years.
- **Autism:** With the ever increasing identification of children and adolescents diagnosed on the Autism spectrum, the District has initiated part time programs and programs up to and including participation in a full inclusion setting. During next school year we will bring a student who attended a school outside of our District back to the District. The District's pride in our success as we build a stronger autism support program was reinforced when the parent made the request that her child return after she viewed the new autism programs within our schools. The District hired several additional full time autistic support teachers and is providing extensive training for all of them.
- The Special Education Department sought the services and expertise from Barber National Institute (BNI) to address the unique needs of our students within the autism spectrum. Our department will continue to utilize the Barber National Institute (BNI) for consultation and services to support our autistic support programs. Beginning with time spent by some of our autistic support teachers, observing BNI classes in Erie through on-site training by Behavior Specialist Consultants and an autism/curriculum/sensory integration specialist and continuing with in-class guided practice, this partnership has evolved and continues.
- **Assistive Technology** within the Warren County School District plays an important role in the ongoing education of children with special needs. In a technological world, change occurs on a daily basis. Continuing training and discussion groups have been extremely beneficial to the Assistive Technology program and to the students of the Warren County School District. The District has a full-time Assistive Technology coordinator. The coordinator provides information related to the research and implementation of a wide variety of AT devices and software including but not limited to: Springboard Augmentative Communication, Boardmaker software, text to speech software, and adaptive written communication devices.

**Life Skills Support :** 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/occupational therapies, speech and language support services and instructional pre-academic academic through basic reading, writing, language and math skills. This year each LSS teacher received on-going professional development on the newly acquired program *Language for Learning*. 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 the day, Projects include brownie/cookie sales, student store, etc. The activities in the LSS program continues through to transitioning into pre-vocational and vocational training, based on the individual needs of the student. Training for the Implementation of the PASA was conducted by IU#5 trainers for all LSS teachers.

- **Transition :** Transition activities continue to make stronger connections between post-secondary education and future career opportunities . We send administrators and staff to the PDE Transition Conference every year.
- This year we had presentations at an evening Dine and Discuss program for parents, community service providers, and staff on the Health Care Checklist, one parent's perspective assisting her daughter following high school graduation, and a presentation by Mercyhurst College-Northeast, a postsecondary program. At another Dine and Discuss program staff and employees of Billinger Enterprises, Inc. (BEi) described their sheltered work shop opportunities that also lead to community employment. They also gave descriptions of their personal involvement in community activities, including time spent in the BEi community based apartment.
- The school based team provides a review of the transition portion of the last IEP with each student prior to graduation. The casemanagers will be attempting to make a follow up contact with each graduate one year post graduation. The Warren County School District Transition Council has increased the collaboration and involvement of agencies that supply the transition services to students who are working towards outcomes that may include post secondary education, independent living, and employment.
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- **Drop out Prevention:** The special education department recognizes that this area must become a focal point of our efforts. We must provide significant improvements to our teamwork designed to keep students in school and increase the graduation rate of special education students. The special education department recognizes that this area is a main focus to provide significant improvements. This past year the special education teachers and special education supervisors identified and worked with students "at risk" of dropping out of school. We have also worked on plans to provide intensive interventions. Recently we targeted IDEA stimulus monies toward this intensive need. The District will purchase and receive training from the Check and Connect program. The **Check & Connect Program** is a research-based model to promote students' engagement with school, reduce dropout, and increase school completion. The Check & Connect model originated from a partnership of researchers, practitioners, parents, and students led by the Institute on Community Integration at the University of Minnesota.
- **Home and School Visitor/ Social Worker-**The Special Education Department currently has a HSV/SW to address the significant needs of some of our students in grades K-8. The department will increase that position to 1 FTE position to meet the needs of our special education students in grades K-12. We view this additional support as of significant importance as we focus on our Drop Out Prevention 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 the 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. It is for these reasons that our department started a Parent Outreach program called Dine and Discuss. It was first funded through a grant and continues to be supported through the special education funds due to its outstanding success.
- The "Dine and Discuss "program has been received positively by the parents, community members and educators within our District. It has been discussed and positively portrayed at the Local Task Force meetings. Parents are able to have dinner and be a part of discussions on Transition, Autism, new Chapter 14 regulations review, etc. Our staff provided various methods to announce the training events and we are diligent in reaching the target audience. Parents have been asked to attend the PDE Autism Conference and Transition Conference and provide a presentation at the Dine and Discuss event.
- We are currently reviewing updated informative materials to provide to parents during the initial stages of an initial screening and evaluation. We recognize that meaningful parent involvement enhances positive student learning outcomes. Finally, we look forward to the possibility of a daytime "Dine and Discuss" for our students who enter transition via the IEP. Youth Leadership and understanding the transition process will be discussed with these students. We recognize the importance of parents and students understanding the transition process.

- **Reading:** The WCSD Special Education Department has a clear commitment to improving literacy and reading skills for all of our students in all grades. For the past three years we have provided trainings, reexamined our programs and developed new programs. We worked with the administration and supported trainings in the elementary levels for the newly acquired K-5 Harcourt reading series. Special education and regular education teachers were part of on-going professional development.
- Our department continues to fund and support the Corrective Reading program. Corrective Reading is a direct reading instruction that provides our students with the skills to increase their basic reading abilities. Recently, we upgraded the Corrective Reading Decoding 2008 series. Professional development was provided throughout the year and will continue in the following year.
- The Special Education Department is excited to announce our plans to purchase the research-based reading program READ 180. The **Read 180** program is geared toward middle and secondary level students who struggle with reading and have demonstrated a significant need in reading comprehension. Research supports that this program has been very beneficial to students with significant needs in reading. It is our plan to begin using this adolescent literacy program at the secondary level in the 2009-2010 school year and at the middle level the following year.
- Our department is blessed to have the expertise of a reading specialist coordinator who is also a certificated special education teacher. We had numerous trainings on progress monitoring, individual reading strategies and analysis of needs in reading for our students.

**Psychologists-** The school psychologists team continually improves their skills and current knowledge as they attend psychological assessment trainings, and the PA School Psychologists Conference and other presentations related to their profession. The district hired an additional school psychologist to meet the growing needs within the District. We

continue to provide PaTTAN trainings, professional development in various requested topics, purchased updated testing materials and provide time for team meetings. This summer, we look forward to providing the opportunity for our school psychologist to become certified in the "Autism Diagnostic Observation Schedule (ADOS)". According to the Western Psychological Services the "ADOS is the 'gold standard' for assessing and diagnosing autism and pervasive developmental disorders across ages, developmental levels and language skills. Several school psychologists will participate in this extensive training and certification.

- **Speech and Language Support:** The department hired an additional FTE Speech and Language Therapist to support our growing need for services to our children including the AS student population. The therapists have attended various trainings and meet throughout the school year. The District consistently provides and purchases updated testing materials. Our Special Education Supervisor (experienced in SLP) provides support and meets with this group throughout the school year.
- **Behavioral Support:** The need for training in writing and updating effective Functional Behavioral Assessments (FBA) and Positive Behavior Support Plans has been the topic for professional development to our teachers. This past year, presentations on this topic were made by consultants from IU5 and PaTTAN.
- The special education department provided extensive training by our certificated instructors in providing positive behavioral interventions and supports for children with challenging needs. CPI's Nonviolent Crisis Intervention® training program is a part of the comprehensive training approach to improve the quality and safety of the learning environments in every school for both regular education students and students with disabilities. Each participant must pass a test and become certified by a trained instructor.
- Our administration has identified school wide positive behavior support training as an area of focus for identified schools for the next three years. We will be working closely with the representatives from CCBH, PaTTAN, Intermediate Unit # 5 and other behavior support staff members to identify our specific needs in relation to the type of program that we choose to utilize and the necessary training that will accompany that choice.
- **Mathematics:** During the past three years, the special education and regular education teachers participated in training in the mathematics series for grade K-5<sup>th</sup> grades. Our special education teachers will receive training in progress monitoring in mathematics related to the IEP goal. The District academic coach, who has certification in both mathematics and special education certification, will provide this important professional development. This training will be ongoing throughout the school year. Each teacher will receive two books to use after the training.
- The Special Education Department will provide a requested training on the much-acclaimed Singapore Mathematics system. There will be a presentation by a trainer, hands on activities, and a book provided for each teacher. Follow up activities will be provided later in the school year.
- **Middle School Philosophy:** Warren County School District has recently adopted a middle school plan which includes a daily co-planning between special education teachers and regular education teachers along with a daily individual planning period.

Students will benefit from the opportunity to participate regular in daily advisory periods which will help them to connect with a caring adult. The program will also include an explanatory component which will allow studnets to identify interests and participate in activities which will help educators to reach out to students in developmentally appropriate ways.

- **Special Education Department Head Collaboration:** Special education department heads from the four high schools and two middle schools meet monthly with the director of special education to keep abreast of "what's new" in special education. Time is also spent on sharing effective instructional and behavioral strategies that are working within these buildings.
- **Access Plus Parent Communication System:** All parents within the Warren County School District are given a username and password so they can access their child's current grades, report cards, mid-term reports, attendance, discipline records, and class schedule on the computer. This system provides a direct link to their childs' teachers email addresses. In addition, the district has added an automated calling system which can be used to reach out to parents regarding student absences, crisis situations and for general communication purposes.

## Identifying Students with Learning Disabilities

Identification of Students with Learning Disabilities:

Under the direction of the Superintendent, the District shall maintain a system for identifying children who may be eligible for services as a student with a disability. This identification system shall be in keeping with state and federal requirements. The district shall implement a system of procedural safeguards and parental notification.

In order to identify resident students with learning disabilities, the District directs that four factors shall be used to determine the eligibility as a student with specific learning disabilities. The four factors are as follows:

1. A multidisciplinary evaluation team shall address whether the child does not achieve adequately for the child's age or meet state-approved grade-level experiences and scientifically based instruction appropriate for the child's age or state-approved grade levels standards: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving.
2. The evaluation team shall utilize a process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between ability and achievement or relative to age or grade.



3. The evaluation team shall determine that its findings are not primarily a result of a visual, hearing or orthopedic disability, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency.

4. Finally, the team must ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that: prior to or as part of the referral process, the child was provided scientifically-based instruction in general education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction and repeated assessments.

## **Enrollment Differences**

Not significantly disproportionate.

## **Ethnicity Enrollment Differences**

Not significantly disproportionate.

## **Exiting Statistics**

### **PLAN TO IMPROVE GRADUATION RATE AND DECREASE DROP OUT RATE**

The district is dismayed with the graduation and drop out rates for the 2006-2007 school year when compared to the prior year (2005-2006) which showed improvement over rates of the 2004-2005 school year.

The following data pertains to students with disabilities.

#### **DISTRICT GRADUATION RATES:**

2004-2005 78.95%

2005-2006 82.05%

2006-2007 67.06%

**STATE GRADUATION RATE TARGETS:**

2005-2006 93.55%

2006-2007 93.65%

**DISTRICT DROPOUT RATES:**

2004-2005 19.74%

2005-2006 12.82%

2006-2007 31.76%

**STATE DROPOUT RATE TARGETS:**

2005-2006 6.75%

2006-2007 6.65%

The goals for this plan are to increase the graduation rate by 4% per year beyond the 2006-2007 rates and to reduce the dropout rate by 5% per year.

District targets will therefore be:

**GRADUATION RATES FOR:**

2009-2010 93.40%

2010-2011 93.90%

2011-2012 94%

**DROPOUT RATES FOR:**

2009-2010 6.15%

2010-2011 5.95%

2011-2012 5.5 %

These are aggressive rates of improvement when compared to the rate of improvement sought by the state for its targets. The WCSD views these as appropriate and plans to launch a concerted effort to address these paired problems via training and implementation of the University of Minnesota Check and Connect intervention program. This is the only program "found to have strong evidence of positive effects for staying in school" following a review by the US Department of Education's What Works Clearinghouse. (Source: Check and Connect Training Flyer)

Research makes it clear that positive student engagement (in school and with learning) aids in preventing dropouts from occurring. The core elements of Check and Connect are:

1. Relationships
2. Problem solving
3. Individualized, data-based intervention
4. Affiliation with school and learning
5. Persistence-Plus
6. A focus on alterable indicators of disengagement
7. Following students and families.

Training will begin in June, 2009, for three special educators and be provided in August, 2009, for building level core teams and outside agency personnel. (Est. 50 participants) Training will continue through 2011.

Other activities for improving these rates were suggested by the Drop-Out and Graduation Rate Improvement team meetings following a review of local data and concerns. They are included in this list of planned activities: Improving parent participation and increasing parent involvement and input during IEP meetings; Development of a publication (online and hard copy) that school staff, parents, and students may reference listing services/agencies that are available in our community; training on use of publication (2009-2010 school year and annual revisions); consideration of provision of School Based mental health services (2009-2010); implementation of School-wide Positive Behavioral Support Techniques (Training as individual buildings implement the program); Dine and Discuss (Nighttime dinner meetings for Parents, students, educators and community resource personnel) that provides training on topics that encourage school completion and postsecondary planning; training staff on updates/changes in agency requirements and supports; invite agency representatives to upcoming IEP meetings; daytime Dine and Discuss for students stressing leadership skills and postsecondary considerations (Fall, 2009 and annually if interest is high); increase in counseling services via expansion of the ½ day Home and School Visitor/School social worker role to a full day (2009-2010 and subsequent years); addressing academic skills in early years of school (see other parts of this plan); continue monthly meetings with school personnel to discuss and plan for students at risk of dropping out; continue monitoring the accuracy of data collected through tracking. Collect research based information on issues known to contribute to the profile of a possible drop-out such as absenteeism, behavior referrals, emotional disturbance, and repeating of grades, etc. This information will be shared with school teams as they plan.

## **24 P.S., §1306 and §1306.2 Placements**

### **Facilities for Nonresident Students**

<b>Facility Name</b>	<b>Provider of Educational Services</b>	<b># of Students Receiving Svcs as of Dec 1</b>
Warren State Hospital	IU #5	6
Beacon Light Residential Treatment Facility	Beacon Light	15

### **Incarcerated Students Oversight**

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

The Warren County Jail also houses prisoners on an as-need basis from overcrowded facilities. Youth who are transferred are also eligible for services from the district if they are requested. Any young person between the ages of 16 and 21 is eligible for educational services from the district if they are residents of the jail, regardless of their original residence and length of stay at the jail. The Warren County School District has certified High School Teachers on stand-by for whenever the need for a teacher(s) arises.

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

Teachers of incarcerated youth are properly certified and are to follow the grading procedures instituted by the Warren County School District and follow the grad reporting schedule accordingly. The incarcerated students become enrolled through one of the district high schools so all of their assignments and grading information is maintained through the district computer system.

Students are enrolled in the same planned course as other students in the District. The major difference is the awarding of credit for students enrolled in the program. Because of the short duration students are usually involved in the programs, students are awarded credit in increments of ¼ credit when they leave the program. This will allow them to utilize the credits earned easier as they transfer from school to school. Students who complete course objectives or partial completions of objectives sooner than projected can be awarded credit on an accelerated basis as allowed by Chapter 4.

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

### **Facilities for Incarcerated Students**

<b>Facility Name</b>	<b>Provider of Educational Services</b>	<b># of Students Receiving Svcs as of Dec 1</b>
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## **Least Restrictive Environment 34 CFR §300.551**

### **Ensuring Maximum Integration**

Student needs are initially reviewed first with the general education environment in mind . The multidisciplinary team and the IEP team often discuss what supplemental aides and services would benefit the student so they may participate in and make meaningful progress in the general education classes. As student needs dictate, more restrictive programs are discussed. The types (which) services to be provided are based on the information & recommendations gained through student evaluation reports and/or progress notes. Once the information is reviewed and decisions are made about the goals to work on, the IEP team decides the appropriate location to receive the needed services. When placements appear to remove a child from the regular education setting the IEP team identifies the opportunities through the day for the students to interact with the non-disabled peers. Common times are homeroom, hallways, cafeteria, recess, special classes (art, library, physical education, music, community based instruction activities, and extra curricular activities). Primarily, we find our students attend the same school as their peers and in most cases at the neighborhood school. As we continue to embrace the need to provide inclusive opportunities for students with disabilities in the regular education setting as well as providing access to "highly-qualified" teachers, our district is moving forward on staff trainings on differentiated instruction, inclusive practices, and co-teaching. We have displayed the "Welcoming All Students" poster at all buildings and will work with staff on lessons & activities available through the Welcoming All Students Resources for Pennsylvania Schools. The District has also received Inclusion Mini-Grant money to enhance services and materials in the regular education classroom to support integration of students with learning differences.

In 2006-2007 approximately 95.1% of the students with disabilities in the Warren County School District were served in regular schools with non-disabled peers. According to the December 1, 2006 child count 4.1% of the WCSD students were receiving special education services in other placements. This percentage was .1% above the goal set forth by the State Performance Plan for the 2006-2007 school year. During a review of the specific district data it was noted that students with multiple disabilities and severe emotional disabilities are those often served in other settings. The district currently works with the BOCES program in New York State, Beacon Light Behavioral Health, Gertrude Barber Center, & PA School for the Deaf to provide special education services not available to students in the public school setting. Other students educated outside the district are often those placed at a residential facility as assigned through agencies such as Children & Youth or Probation.

In an effort to further reduce the number of students in other settings the district has enhanced its Autistic Support Staff this school year (08-09) and continues to work with the Gertrude A. Barber Center for staff training needs. The district has also applied for and acquired the Inclusion Mini-Grant in an effort to expand and/or develop inclusive practices in the school setting. Some examples of the services and or activities provided through this grant are:

- Hiring of substitute teachers to cover staff for team collaboration on student instruction.
- Attendance at the PDE conference and recommendation to attend the PEAL Inclusion Conference
- Purchase of materials and equipment with the classroom to supplement student learning in an inclusive setting.

### **Supplementary Aids and Services**

There are currently no special education services and resources created.

## LRE Data Analysis

### Personnel Development Activities

#### Topic: LRE

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2009 (Administrative Review of the Supplemental Education Services 2008 Tool Kit)	PATTAN Staff, District Staff	Administrative Staff	On-site Training with Guided Practice	<p>2009-2010 Increase to 63.9% the number of students with IEP's removed from regular class less than 21% of the day.</p> <p>2010-2011 Decrease to 6.9% the number of students with IEP's removed from regular class greater than 60% of the day.</p> <p>2011-2012 Decrease to 3.4% the number of students with IEP's receiving special education services in other settings.</p>
August 2009 (Administrative Review of the Supplemental Aids and Services Tool Kit)	PATTAN Staff, District Staff	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	<p>Goal: 2007-2008 To maintain or increase by an additional 0.1% the percentage of students with IEPs ages 6-21 removed from the regular class less than 21% of the day, to 74.8%</p> <p>To maintain or reduce by an</p>

additional 0.1%  
the percentage of  
students with IEPs  
ages 6-21  
removed from the  
regular class  
greater than 60%  
of the day, to  
6.9%

To reduce the  
number of  
students receiving  
special education  
services in other  
placements by an  
additional 0.2%  
from the baseline  
rate in 2006-2007  
of 4.1%. (3.9% to  
align with the state  
performance plan)

Goal: 2008-2009  
To maintain or  
increase by an  
additional 0.2%  
from the baseline  
rate the  
percentage of  
students with IEPs  
ages 6-21  
removed from the  
regular class less  
than 21% of the  
day to 75%.

To maintain or  
reduce by an  
additional 0.1%  
the percentage of  
students with IEPs  
ages 6-21  
removed from the  
regular class  
greater than 60%  
of the day to 6.8%

To reduce the  
number of  
students receiving  
special education  
services in other  
placements by an  
additional .02%  
from the baseline

				rate to 3.7%
				Goal: 2009-2010 To maintain or increase by an additional 0.2% from the baseline rate the percentage of students with IEPs ages 6-21 removed from the regular class less than 21% of the day to 77%.
				To maintain or reduce by an additional 0.1% the percentage of students with IEPs ages 6-21 removed from the regular class greater than 60% of the day to 6.6%
				To reduce the number of students receiving special education services in other placements by an additional .02% from the baseline rate to 3.5%
2009-2010; 2010-2011; 2011-2012 (In-service to special education staff and parents on inclusive strategies)	PATTAN Staff, IU Staff, District Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	Goal: 2007-2008 To maintain or increase by an additional 0.1% the percentage of students with IEPs ages 6-21 removed from the regular class less than 21% of the day, to 74.8%
				To maintain or reduce by an additional 0.1% the percentage of students with IEPs ages 6-21 removed from the



regular class  
greater than 60%  
of the day, to  
6.9%

To reduce the  
number of  
students receiving  
special education  
services in other  
placements by an  
additional 0.2%  
from the baseline  
rate in 2006-2007  
of 4.1%. (3.9% to  
align with the state  
performance plan)

Goal: 2008-2009  
To maintain or  
increase by an  
additional 0.2%  
from the baseline  
rate the  
percentage of  
students with IEPs  
ages 6-21  
removed from the  
regular class less  
than 21% of the  
day to 75%.

To maintain or  
reduce by an  
additional 0.1%  
the percentage of  
students with IEPs  
ages 6-21  
removed from the  
regular class  
greater than 60%  
of the day to 6.8%

To reduce the  
number of  
students receiving  
special education  
services in other  
placements by an  
additional .02%  
from the baseline  
rate to 3.7%

Goal: 2009-2010  
To maintain or  
increase by an

				<p>additional 0.2% from the baseline rate the percentage of students with IEPs ages 6-21 removed from the regular class less than 21% of the day to 77%.</p> <p>To maintain or reduce by an additional 0.1% the percentage of students with IEPs ages 6-21 removed from the regular class greater than 60% of the day to 6.6%</p> <p>To reduce the number of students receiving special education services in other placements by an additional .02% from the baseline rate to 3.5%</p>
<p>2009-2010; 2010-2011; 2011-2012 (On-going training for parents and staff working with children with autism spectrum disorder)</p>	<p>PATTAN Staff, IU Staff, Barber National Institute</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Conferences, Dine and Discuss, National Autism Conference,</p>	<p>Goal: 2007-2008 To maintain or increase by an additional 0.1% the percentage of students with IEPs ages 6-21 removed from the regular class less than 21% of the day, to 74.8%</p> <p>To maintain or reduce by an additional 0.1% the percentage of students with IEPs ages 6-21 removed from the regular class greater than 60% of the day, to 6.9%</p>

To reduce the number of students receiving special education services in other placements by an additional 0.2% from the baseline rate in 2006-2007 of 4.1%. (3.9% to align with the state performance plan)

Goal: 2008-2009  
To maintain or increase by an additional 0.2% from the baseline rate the percentage of students with IEPs ages 6-21 removed from the regular class less than 21% of the day to 75%.

To maintain or reduce by an additional 0.1% the percentage of students with IEPs ages 6-21 removed from the regular class greater than 60% of the day to 6.8%

To reduce the number of students receiving special education services in other placements by an additional .02% from the baseline rate to 3.7%

Goal: 2009-2010  
To maintain or increase by an additional 0.2% from the baseline rate the percentage of students with IEPs

March 2010  
(PEAL  
Inclusion  
Conference)

Higher  
Education  
Staff, PEAL  
Conference  
Presenters

Parent,  
Paraprofessional,  
Instructional Staff,  
Administrative Staff

Conferences

ages 6-21  
removed from the  
regular class less  
than 21% of the  
day to 77%.

To maintain or  
reduce by an  
additional 0.1%  
the percentage of  
students with IEPs  
ages 6-21  
removed from the  
regular class  
greater than 60%  
of the day to 6.6%

To reduce the  
number of  
students receiving  
special education  
services in other  
placements by an  
additional .02%  
from the baseline  
rate to 3.5%

Goal: 2007-2008  
To maintain or  
increase by an  
additional 0.1%  
the percentage of  
students with IEPs  
ages 6-21  
removed from the  
regular class less  
than 21% of the  
day, to 74.8%

To maintain or  
reduce by an  
additional 0.1%  
the percentage of  
students with IEPs  
ages 6-21  
removed from the  
regular class  
greater than 60%  
of the day, to  
6.9%

To reduce the  
number of  
students receiving  
special education  
services in other

placements by an additional 0.2% from the baseline rate in 2006-2007 of 4.1%. (3.9% to align with the state performance plan)

Goal: 2008-2009  
To maintain or increase by an additional 0.2% from the baseline rate the percentage of students with IEPs ages 6-21 removed from the regular class less than 21% of the day to 75%.

To maintain or reduce by an additional 0.1% the percentage of students with IEPs ages 6-21 removed from the regular class greater than 60% of the day to 6.8%

To reduce the number of students receiving special education services in other placements by an additional .02% from the baseline rate to 3.7%

Goal: 2009-2010  
To maintain or increase by an additional 0.2% from the baseline rate the percentage of students with IEPs ages 6-21 removed from the regular class less than 21% of the day to 77%.

To maintain or reduce by an additional 0.1% the percentage of students with IEPs ages 6-21 removed from the regular class greater than 60% of the day to 6.6%

To reduce the number of students receiving special education services in other placements by an additional .02% from the baseline rate to 3.5%

## Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Harbor Creek School District	Neighboring School Districts	Adjudicated Youth	2
IU #16	Neighboring School Districts	Adjudicated Youth	1
Beacon Light Bradford	Approved Private Schools	Emotional Support	7
Sarah Reed	Special Education Centers	Emotional Support	1
WPA School for the Deaf	Approved Private Schools	Hearing Impairment Support	1
Gertrude Barber Center	Approved Private Schools	Multiple Disabilities	2
BOCES	Out-of-State Schools	Multiple Disabilities	5
Keystone	Special Education Centers	Multiple Disabilities	3
Beacon Light Warren	Other	Private non-residential facility Emotional Support	20
The Pathway School	Approved Private Schools	Residential Treatment Center	5

## Personnel Development for Improved Student Results

### Technical Assistance and Training

## Personnel Development Activities

### Topic: AYP

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2009, 2010, and 2011 (Back to School In-service)	PATTAN Staff, IU Staff, District Staff	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	<p>Reading - We would expect to see a 4% increase in students with IEP's scoring Proficient across all assessed grade levels in 2009-2010, a 5% increase in 2010-2011, a 6% increase in 2011-2012.</p> <p>Math- We would expect to see a 2% increase in students with IEP's scoring Proficient across all assessed grade levels in 2009-2010, a 3% increase in 2010-2011, a 4% increase in 2011-2012.</p>
August 2009, 2010, and 2011 (Data Analysis)	District Staff	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	<p>Reading- We would expect to see a 4% increase in students with IEP's scoring Proficient across all assessed grade levels in 2009-2010, a 5% increase in 2010-2011, a 6% increase in 2011-2012.</p> <p>Math-</p>

2009-2010; 2010-2011; 2011-2012 - Ongoing (Progress Monitoring and Standards Based IEP's)	PATTAN Staff, IU Staff, District Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	<p>We would expect to see a 2% increase in students with IEP's scoring Proficient across all assessed grade levels in 2009-2010, a 3% increase in 2010-2011, a 4% increase in 2011-2012.</p> <p>Reading- We would expect to see a 4% increase in students with IEP's scoring Proficient across all assessed grade levels in 2009-2010, a 5% increase in 2010-2011, a 6% increase in 2011-2012.</p> <p>Math- We would expect to see a 2% increase in students with IEP's scoring Proficient across all assessed grade levels in 2009-2010, a 3% increase in 2010-2011, a 4% increase in 2011-2012.</p>
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### **Topic: Participation**

There are currently no trainings entered for this topic.

### **Topic: Proficiency**

There are currently no trainings entered for this topic.



## Personnel Development - PA NCLB Goal #1

### Reflections

- **Reading Special Education**

**Strength Last Modified: 4/29/2009**

Over the course of the past three years the percentage of students within the proficient and advanced ranges have increased for grades 6-8. Therefore they continue to make adequate yearly progress.

**Concern Last Modified: 4/29/2009**

In reference to 2007 Assessment Results grades 3-5 and 11 have not made significant gains; therefore, they did not make adequate yearly progress.

**Identified High Priority Cause:**

1. Core instructional program was not aligned to standards and eligible content in grades 3-5 and 11.
  2. Sufficient time was not made available for grade level teams including inclusion and regular education teachers to make informed, data based, instructional decisions.
- 

- **Mathematics Special Education**

**Strength Last Modified: 4/29/2009**

Over the course of the past three years the percentage of students within the proficient and advanced ranges have increased for grades 6-8. Therefore they continue to make adequate yearly progress.

**Concern Last Modified: 4/29/2009**

In reference to 2007 Assessment Results grades 3-5 and 11 have not made significant gains; therefore, they did not make adequate yearly progress.

**Identified High Priority Cause:**

1. Core instructional program was not aligned to standards and eligible content in grades 3-5 and 11.
  2. Sufficient time was not made available for grade level teams including inclusion and regular education teachers to make informed, data based, instructional decisions.
- 

### Base Line Data

2008 PSSA Reading data for students with IEP's: Grade 3: 41.8% Below Basic, 20% Basic, 36.4% Proficient, 1.8% Advanced; Grade 4: 39.6% Below Basic, 33.3% Basic, 18.8% Proficient, 8.3% Advanced; Grade 5: 50.9% Below Basic, 30.2% Basic, 17% Proficient, 1.9% Advanced; Grade 6: 40% Below Basic, 23.6% Basic, 27.3% Proficient, 9.1% Advanced; Grade 7: 31.3% Below Basic, 35.8% Basic, 25.4% Proficient, 7.5% Advanced; Grade 8: 43.9% Below Basic,

19.3% Basic, 26.3 Proficient, 10.5% Advanced; Grade 11: 60.3% Below Basic, 23.8% Basic, 11.1% Proficient, 4.8% Advanced.

2008 PSSA Mathematics data for students with IEP's: Grade 3: 21.8% Below Basic, 20% Basic, 45.5% Proficient, 12.7% Advanced; Grade 4: 41.7% Below Basic, 6.3% Basic, 39.6% Proficient, 12.5% Advanced; Grade 5: 24.5% Below Basic, 47.2% Basic, 18.9% Proficient, 9.4% Advanced; Grade 6: 36.4% Below Basic, 20% Basic, 29.1% Proficient, 14.5% Advanced; Grade 7: 26.9% Below Basic, 32.8% Basic, 25.4% Proficient, 14.9% Advanced; Grade 8: 47.4% Below Basic, 26.3% Basic, 17.5% Proficient, 8.8% Advanced; Grade 11: 63.5% Below Basic, 22.2% Basic, 7.9% Proficient, 6.3% Advanced.

## Personnel Development Activities

### Topic: Reading

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2009, 2010, and 2011 (Back to School In-service)	PATTAN Staff, IU Staff, District Staff	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	We would expect to see a 4% increase in students with IEP's scoring Proficient across all assessed grade levels in 2009-2010, a 5% increase in 2010-2011, a 6% increase in 2011-2012.
August 2009, 2010, 2011 (Data Analysis)	District Staff	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Building Level Data Teams	We would expect to see a 4% increase in students with IEP's scoring Proficient across all assessed grade levels in 2009-2010, a 5% increase in 2010-2011, a 6% increase in 2011-2012.
2009-2010, 2010-2011, 2011-2012 (READ 180)	READ 180 Consultants	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Distance Learning	We would expect to see a 4% increase in students with IEP's scoring

Proficient across all assessed grade levels in 2009-2010, a 5% increase in 2010-2011, a 6% increase in 2011-2012.

## Topic: Math

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2009, 2010, and 2011 (Back to School In-service)	PATTAN Staff, IU Staff, District Staff	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	We would expect to see a 2% increase in students with IEP's scoring Proficient across all assessed grade levels in 2009-2010, a 3% increase in 2010-2011, a 4% increase in 2011-2012.
August 2009, 2010, 2011 (Data Analysis)	IU Staff, District Staff	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Building Level Data Teams	We would expect to see a 2% increase in students with IEP's scoring Proficient across all assessed grade levels in 2009-2010, a 3% increase in 2010-2011, a 4% increase in 2011-2012.
Fall 2009 (Power Teaching)	IU Staff, District Staff	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	We would expect to see a 2% increase in students with IEP's scoring Proficient across all assessed grade levels in 2009-2010, a 3% increase in 2010-2011, a 4% increase in 2011-2012.

2009-2010; 2010-2011; 2011-2012 - Ongoing (Progress Monitoring and Standards Based IEP's)	PATTAN Staff, IU Staff, District Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	We would expect to see a 2% increase in students with IEP's scoring Proficient across all assessed grade levels in 2009- 2010, a 3% increase in 2010- 2011, a 4% increase in 2011- 2012.
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## Personnel Development - PA NCLB Goal #3

### Reflections

There are currently no reflections selected for this section.

### Base Line Data

The Warren County School District monitors and provides detailed information to PDE in their Division of Data Services. The HQT ACS Pims report states the following :

This report indicates that during the 2007-2008 school year the District had 98.7% teachers who met the HQT status. The report also documents that the District had 1.5% teachers who were not in the HQT status.

The District filed corrections as to our special education teachers in identified areas to correct the current report.

## Personnel Development Activities

**Topic: AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2009, 2010, 2011, 2012 National Autism Conference	PATTAN Staff, Conference Presenters	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service	Conferences	We would like our staff members to attend this conference each year. We would

Personnel				like to see 100% participation of school based teams.
2009-2010; 2010-2011; 2011-2012 (Various trainings in the area of Autism especially on site and st the National Autism Conference)	PATTAN Staff, IU Staff, District Staff, Barber National Institute	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	Learning opportunities will be provided by the IU #5 , PaTTAN and Barber National Institute in the area of Autism. The expected results would be to maintain 100% trained staff in this area.

**Topic: ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER:**  
**Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2009, October 2009, January 2010, August 2010, October 2010, January 2011, August 2011, October 2011 The district will continue to offer on all Act 80 days throughout the school year.	PATTAN Staff, IU Staff, District staff	Paraprofessional	On-site Training with Guided Practice, Workshops with Joint Planning Periods, HQT trainings	The expected results are that the district maintains and/or increases the percentage of Highly Qualified paraprofessionals working with special needs students and continue to train new staff during the 2009-2010, 2010-2011, and 2011-2012 school years. We would look to offer First Aid, CPR and CPI trainings each year with specialized areas as needed. We expect to see paraprofessional HQTs increase to 80% during the 2009-2010 school

August 2009, October 2009, January 2010, August 2010, October 2010, January 2011, August 2011, October 2011 The district will continue to offer on all Act 80 days throughout the school year.	PATTAN Staff	Paraprofessional, Administrative Staff	On-site Training with Guided Practice	year, 90% in the 2010-2011 school year, with 100% in place during the 2011-2012 school year.  Expected results would be that the school district offers and a percentage of aides attend the PAttan paraprofessional training each year as offered by PAttan.
	PATTAN Staff, IU Staff	New Staff, Instructional Staff	Conferences	Expected results would be for the district to increase the HQ teaching staff to 100% by the 2010-2011 school year.

## Personnel Development - PA NCLB Goal #5

### Reflections

There are currently no reflections selected for this section.

### Base Line Data

BASELINE DATA: Taken from review of transition portion of the last IEP for students prior to exit via graduation and follow-up contacts one year post graduation. PA-PODS data reviewed when available from state and revisions made to this plan if triggered by analyzing those. WCSD completed its PAPODS two-year cycle in 2008.

### Personnel Development Activities

**Topic: TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
1. Fall 2009, Fall 2010, Fall 2011 (Daytime Dine and Discuss for students and teachers on planning for post secondary programs and employment , SECONDARY TRANSITION RESOURCES packet and hear from Youth Leadership Representatives)	PATTAN Staff, IU Staff, Higher Education Staff, Local Agencies, Youth leadership members	Paraprofessional, Instructional Staff, Administrative Staff	Luncheon Meeting	<p>Beginning with students 14 years old or even younger, the district will increasingly involve students in the development of their own IEPs. This will culminate in:</p> <p>1. Students with post-secondary and/or employment plans will articulate SPECIFIC post high school goals (Ex. of SPECIFIC: Name of post secondary school or name of post-secondary program; name of specific employer and/or field of employment) which will be documented on the transition part of their final IEP. Percent of IEPs with SPECIFIC goals: 2009-2010: 60%; 2010-2011: 70%; 2011-2012: 80%.</p> <p>2. Based upon contacts with students or their families in the year following graduation,</p>

				students will be engaged in the same category of post high school goals (Postsecondary education and training, or employment) that was identified in their final IEP. If a student with an employment goal is in a postsecondary education/training program, he/she will be viewed as engaged in the same category. (The concern here is with students who are not engaged in any post high school activity and/or have dropped back to a secondary category.)
				Percent of students meeting this goal: 2009-2010: 60%; 2010-2011: 65%; 2011-2012: 70%.
2. Fall 2009; Fall 2010; Fall 2011 (Evening Dine and Discuss on various Post-Secondary planning topics such as health care, College presentations, SECONDARY TRANSITION RESOURCES folders, etc.)	PATTAN Staff, IU Staff, Higher Education Staff, Agency Staff	Parent, Instructional Staff, Administrative Staff, Related Service Personnel	Conferences, Dinner meeting	Percent of exit IEPs with SPECIFIC goals: 2009-2010: 60% 2010-2011: 70% 2011-2012: 80%
				Percent of students whose grad status meets or exceeds pre-grad plans: 2009-2010: 60% 2010-2011: 65% 2011-2012: 70%
3. August 2009,	PATTAN Staff, New Staff,		Workshop format	Percent of exit



August 2010, August 2011 and Fall of all years ( Back to School In-Service session on involving students in IEP development and use of SEONDARY TRANSITION RESOUCES FOLDER with parents and students.	IU Staff	Instructional Staff, Administrative Staff, Related Service Personnel		IEPs with SPECIFIC goals: 2009-2010: 60% 2010-2011: 70% 2011-2012: 80%  Percent of students whose grad status meets or exceeds pre-grad plans: 2009-2010: 60% 2010-2011: 65% 2011-2012: 70%
4. Fall of 2009,2010 and 2011( Site visit to Post Secondary Program- Hiram G. Andrews and /or others )	Higher Education Staff	Parent, New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, On-site visit	Percent of exit IEPs with SPECIFIC goals: 2009-2010: 60% 2010-2011: 70% 2011-2012: 80%  Percent of students whose grad status meets or exceeds pre-grad plans: 2009-2010: 60% 2010-2011: 65% 2011-2012: 70%
5. Fall and Spring 2009-2010, 2010-2011, and 2011-2012 ( Training on Community Based Instruction concepts)	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	Percent of exit IEPs with SPECIFIC goals: 2009-2010: 60% 2010-2011: 70% 2011-2012: 80%  Percent of students whose grad status meets or exceeds pre-grad plans: 2009-2010: 60% 2010-2011: 65% 2011-2012: 70%
6. July 2009, July 2010, July	PATTAN Staff, IU Staff, Higher	Parent, Instructional Staff, Administrative	Conferences	Percent of exit IEPs

2011 (PDE  
Transition  
Conference)

Education Staff  
Staff, Nationally  
recognized  
presenters

with SPECIFIC  
goals:  
2009-2010: 60%  
2010-2011: 70%  
2011-2012: 80%

Percent of  
students  
whose grad  
status  
meets or exceeds  
pre-grad  
plans:  
2009-2010: 60%  
2010-2011: 65%  
2011-2012: 70%

## **Behavior Support Services**

### **Reflections**

There are currently no reflections selected for this section.

### **Summarized School District Policy**

In order to provide a safe and effective learning environment the District must maintain student behavior so that students do not hurt themselves, other students, employees or other when they are exhibiting acute or aggressive behavior. This policy is intended as a general outline for the manner that such behaviors are to be handled.

It is the intent of the District that positive techniques for the development, change and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures.

When specialized intervention is required, the following basic premises are to be pursued:

1. Behavior concerns should be addressed through goals established in the student's IEP;
2. Positive, rather than negative, measures shall be used in designing interventions;
3. The least restrictive alternative necessary to develop and maintain appropriate change in behavior shall be used;

4. Appropriate replacement behavior should be identified;
5. Instruction in task and/or work related behaviors which lead to increased academic growth shall be provided;
6. Procedures should be used which can be faded, normalizing consequences to a level and type found in the community;
7. Components of the District's code of student conduct shall be used as appropriate.
8. A team process shall be used when making decisions regarding any change in placement.

## Personnel Development Activities

### Topic: Positive Behavioral Supports

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2009-2010; 2010-2011; 2011-2012 (Non-Violent Crisis Intervention Certification)	District Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	We would expect 100% of faculty and staff to pass the end of training exam and demonstrate techniques learned when in a crisis situation.
2009-2010; 2010-2011; 2011-2012 (Functional Behavior Assessment Training)	PATTAN Staff, IU Staff, District Staff	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences	Faculty and staff will apply the information obtained from an effective Functional Behavior Assessment; and be guided in how to relate that into a Positive Behavior Intervention Plan 100% of the time.

### Topic: School-based Behavioral Health

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2009-2010;	IU Staff,	Parent, New Staff,	On-site Training with	It is expected that

2010-2011; 2011-2012 (School Based Mental Health Programming)	Private Mental Health Providers	Instructional Staff, Administrative Staff	Guided Practice, Workshops with Joint Planning Periods, Conferences	faculty and staff will work alongside the mental health providers to offer our students a school building based treatment option 100% of the time.
November 2009 (Dine and Discuss)	PATTAN Staff, District Staff	Parent, Instructional Staff, Administrative Staff	Parent Seminar	District and PaTTAN representative will describe to parents the school based based mental health programming available to their children. Positive behavior support strategies will also be discussed. Success will be demonstrated through a high attendance rate of 90%.

### **Topic: De-escalation Techniques**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
2009-2010; 2010-2011; 2011-2012 (Non-Violent Crisis Intervention Certification)	District Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Using the steps provided by the program, it is expected that faculty and staff attempt to de- escalate a situation before physical intervention is required 100% of the time.

### **Interagency Collaboration (11 P.S. §875.304)**

### **Ensuring FAPE/Hard to Place Students**

The district continues to work in cooperation with area agencies to resolve and locate educational placements for hard to place students. School representatives assist with making referrals to CASSP when interagency interventions are warranted. 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 supported county Human Services Agency placements for students with mental health needs or multiple disabilities. Our special education staff attend and participate in many of the mental health team meetings at nearby facilities. We have networked with near by school districts in a search for atypical yet highly endorsed programs. Regional support personnel have assisted locally at the direction of/or with the support of the Regional Interagency Coordinators (ICSP meetings). Various options can also be reviewed through the support of our local CASSP program. Students in placements continue to be tracked in our system and local involvement in the evaluations and programming development often occur via an on-site visit or phone conference.

## **Local Continuum of Supports and Services**

To date, there have been no gaps in placement of non-traditional placements due to Warren County School District (WSCD) relationships with local agencies such as Children and Youth, CASSP, Beacon Light Behavioral Health System, MH/MR, Warren Forest Human Services and the Intermediate Unit #5. Each group has worked cooperatively to place students as quickly as possible.

The district will continue to work cooperatively with agencies to ensure this process meets the needs of students.

Traditionally WSCD begins the interview process in May/June to ensure that high qualified teachers are hired. The HR department for the District has worked with the special education department to make campus days visits and an outreach to prospective employees.

The new teacher induction process is planned for regular and special education new teachers so they may meet with their mentors throughout the school year. The new special education teachers meet with the Special Education Supervisor throughout the year.

Some teachers who have students with disabilities have a special education co-teacher in the classroom with them. Others may have a paraeducator in the room to lend support to the students. All teachers are provided information so they are aware of who the case manager is for students with disabilities and can go to him/her for support. The case manager stays in contact with all teachers to whom students with disabilities may have.

The district also utilizes help from the Beacon Light, Barber National Institute (BNI), Achievement Center, Family Services, and other agencies. When needed, these organizations will work with the district with a behavior specialist to assist teachers in working with students who have behavior that concern them.

All administrators are provided with special education training opportunities through the District professional staff, PATTAN, IU#5 or independent providers.

## Expansion of Continuum of Supports and Services

Before a student is identified as disabled, teachers provide a variety of interventions and monitor student progress to help students remain in the general education classroom. Data are collected and only when it is shown that the student is not making progress does psychological testing occur.

The district has had inclusion and co-teaching in place for over four years. This is the option most chosen by MDE teams. Over time, co-teaching has expanded from the kindergarten through high school levels. In addition to reading and math at all grade levels, students can also take science and social studies in a co-taught classroom. At the high school level, students are also offered co-taught electives.

While co-teaching has been district supported, at times students with disabilities may also be offered classes in any of the four major subject areas. At the elementary level, most pull-out programs are for supplemental direct instruction in reading and some supplemental math interventions. At the fourth through 12 grade levels, pull-out programs may be available in core subject areas as agreed on by the IEP team.

If the MDE team has decided that a student needs a more restrictive placement, the district works with the organization to place students in classes while maintaining a level of general education as determined appropriate.

As special circumstances arise, the district works in conjunction with local agencies, to provide appropriate services for students. These may include partial hospitalizations, alternative education, and Residential Treatment Facilities. To date there have been no known gaps in the continuum of services for students with disabilities. The district will continue to work in conjunction with the agencies to ensure there is a continuum of services that meets the needs of every child with a disability. School district administration are familiar with placement procedures and needed paperwork to help make placements happen in a timely manner.

## Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Allegheny Valley Elementary	E	GE	I	LS	6	11	13	1.00
-	SD	Sheffield Area M/H School	S	GE	I	LS	12	18	11	1.00
-	SD	Sheffield Area M/H School	S	GE	I	LS	13	18	8	1.00
-	SD	Sheffield Area M/H School	S	GE	I	LS	11	16	12	1.00
-	SD	Sheffield Area M/H School	S	GE	I	LS	13	17	13	1.00
-	SD	Sheffield Area M/H School	S	GE	I	LS	11	19	13	1.00
-	SD	Russell Elementary	E	GE	S	LS	9	12	5	1.00
-	SD	Russell Elementary	E	GE	I	LS	7	8	4	0.50

-	SD	Sugar Grove Elementary	E	GE	S	LS	9	12	8	1.00
-	SD	Sugar Grove Elementary	E	GE	I	LS	6	8	6	0.50
-	SD	Eisenhower M/H School	S	GE	S	LS	13	19	10	1.00
-	SD	Eisenhower M/H School	S	GE	I	LS	14	17	9	1.00
-	SD	Eisenhower M/H School	S	GE	I	LS	14	20	11	1.00
-	SD	Eisenhower M/H School	S	GE	I	LS	12	18	12	1.00
-	SD	Eisenhower M/H School	S	GE	I	LS	12	16	11	1.00
-	SD	Eisenhower M/H School	S	GE	I	LS	14	19	9	1.00
-	SD	South Street Early Learning Center	E	GE	FT	LSS	5	6	6	1.00
C	SD	South Street Early Learning Center	E	GE	I	AS	6	7	8	1.00
-	SD	Warren Area Elementary Center	E	GE	FT	LSS	7	8	5	1.00
-	SD	Warren Area Elementary Center	E	GE	S	ES	8	11	10	1.00
-	SD	Warren Area Elementary Center	E	GE	I	LS	9	11	10	1.00
-	SD	Warren Area Elementary Center	E	GE	S	LS	9	11	7	1.00
-	SD	Warren Area Elementary Center	E	GE	I	LS	10	11	14	1.00
-	SD	Warren Area Elementary Center	E	GE	I	LS	8	11	7	1.00
-	SD	Warren Area Elementary Center	E	GE	I	LS	9	10	10	1.00
-	SD	Warren Area Elementary Center	E	GE	FT	LSS	8	11	6	1.00
-	SD	Beaty Warren Middle School	M	GE	S	LS	12	14	18	1.00
-	SD	Beaty Warren Middle School	M	GE	S	LS	12	13	11	1.00
-	SD	Beaty Warren Middle School	M	GE	S	LS	13	15	14	1.00
-	SD	Beaty Warren Middle School	M	GE	S	LS	12	14	16	1.00
-	SD	Beaty Warren Middle School	M	GE	S	LS	11	13	6	1.00
-	SD	Beaty Warren Middle School	M	GE	S	ES	12	15	10	1.00
-	SD	Beaty Warren	M	GE	S	ES	11	14	9	1.00

		Middle School								
-	SD	Beaty Warren Middle School	M	GE	FT	LSS	13	15	10	1.00
-	SD	Warren Area High School	S	GE	FT	ES	16	19	14	1.00
-	SD	Warren Area High School	S	GE	S	ES	14	18	15	1.00
-	SD	Warren Area High School	S	GE	I	LS	15	18	12	1.00
-	SD	Warren Area High School	S	GE	I	LS	14	18	11	1.00
	SD	Warren Area High School	S	GE	I	LS	15	19	11	1.00
-	SD	Warren Area High School	S	GE	I	LS	14	18	12	1.00
-	SD	Warren Area High School	S	GE	I	LS	15	18	7	1.00
-	SD	Warren Area High School	S	GE	I	LS	15	18	12	1.00
-	SD	Warren Area High School	S	GE	I	LS	14	17	8	1.00
-	SD	Warren Area High School	S	GE	I	LS	14	18	13	1.00
-	SD	Warren Area High School	S	GE	FT	LSS	14	21	15	1.00
-	SD	Warren Area High School	S	GE	S	LS	14	18	10	1.00
-	SD	Youngsville Elem/Middle School	E	GE	I	LS	13	14	6	1.00
-	SD	Youngsville Elem/Middle School	E	GE	I	LS	10	12	6	1.00
-	SD	Youngsville Elem/Middle School	E	GE	I	LS	6	11	11	1.00
-	SD	Youngsville Elem/Middle School	E	GE	S	LS	8	11	12	1.00
-	SD	Youngsville Elem/Middle School	E	GE	I	LS	5	13	6	1.00
-	SD	Youngsville Elem/Middle School	E	GE	FT	LSS	12	15	6	1.00
-	SD	Youngsville Elem/Middle School	E	GE	S	ES	7	15	13	1.00
-	SD	Youngsville Elem/Middle School	E	GE	S	ES	6	11	13	1.00
-	SD	Youngsville Elem/Middle School	E	GE	I	ES	8	15	4	0.50
-	SD	Youngsville High School	S	GE	I	ES	15	21	7	0.50
-	SD	Youngsville High School	S	GE	S	ES	14	17	11	1.00



-	SD	Youngsville High School	S	GE	I	LS	15	18	11	1.00
-	SD	Youngsville High School	S	GE	I	LS	15	19	12	1.00
-	SD	Youngsville High School	S	GE	I	LS	15	19	10	1.00
-	SD	Youngsville High School	S	GE	I	LS	15	19	12	1.00
-	SD	Youngsville High School	S	GE	I	LS	15	19	11	1.00
-	SD	Youngsville High School	S	GE	I	LS	13	18	10	1.00
-	SD	Youngsville High School	S	GE	FT	LSS	14	20	10	1.00
C	SD	Youngsville High School	S	GE	I	LS	15	16	2	1.00
N	SD	Multiple Buildings	E	GE	I	AS	0	0	0	1.00
N	SD	Multiple Buildings	E	GE	I	AS	12	18	10	1.00
N	SD	Multiple Buildings	E	GE	I	AS	0	0	0	1.00
-	SD	Multiple Buildings	S	GE	I	SLS	5	18	27	1.00
-	SD	Multiple Buildings	E	GE	I	SLS	5	18	54	1.00
-	SD	Multiple Buildings	E	GE	I	SLS	7	11	29	1.00
-	SD	Multiple Buildings	S	GE	I	SLS	5	18	22	1.00
-	SD	Multiple Buildings	M	GE	I	SLS	5	18	12	1.00
-	SD	Multiple Buildings	E	GE	I	SLS	5	18	56	0.50
-	SD	Multiple Buildings	E	GE	I	DHIS	5	18	2	0.50
N	SD	Allegheny Valley Elementary	E	GE	S	AS	5	10	4	1.00
N	SD	Warren Area Elementary Center	E	GE	S	AS	9	11	8	1.00
N	SD	Warren Area High School	S	GE	I	LS	16	18	3	1.00
N	SD	Warren Area High School	S	GE	S	ES	15	18	12	1.00
N	SD	Youngsville Elementary Middle School	E	GE	I	AS	7	14	12	1.00
N	SD	Multiple Buildings	E	GE	I	AS	7	16	12	1.00

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

## Support Staff (District)

### School District: Warren County SD

ID	OPR Title	Location	FTE
-	SD Assistive Technology	Multiple Buildings	1.0

-	SD	Reading Specialist	Multiple Buildings	1.0
-	SD	Vocational Liaison	Warren County Career Center	0.5
-	SD	Psychologist	Multiple Buildings	1.0
-	SD	Psychologist	Multiple Buildings	1.0
-	SD	Psychologist	Multiple Buildings	1.0
-	SD	Psychologist	Multiple Buildings	1.0
-	SD	Psychologist	Multiple Buildings	1.0
-	SD	Teacher Aides/Paraprofessionals	Multiple Buildings	77.0
N	SD	Psychologist	Multiple Buildings	1.0
N	SD	Social Worker	Multiple Buildings	1.00
-	SD	ES Liaison	Multiple Buildings	1.0
N	SD	Autistic Support Liaison	Multiple Buildings	1.0

## Contracted Support Services

### ID IU / Agency Title / Service Amount of Time per Week

-	IU 5	PT	5 Days
-	IU 5	OT	3 Days
-	IU 5	VI	2 Days

# **Assurance for the Operation of Special Education Services and Programs**

## **School Years: 2009 - 2012**

The Warren County SD within Northwest Tri-County IU 5 assures that the school district will comply with the requirements of 22 Pa. Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104:

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 report 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 assures 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.

**This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.**

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**Board President**

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**Date**

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**Superintendent**

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**Date**