
Pennsylvania Department of Education



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

Academic Standards and Assessment Report **(Last approved Monday, December 15, 2008)**

Entity: Western Beaver County SD
Address: 343 Ridgemont Dr
Midland, PA 15059-2219
Phone: (724) 643-8500 Ext: 1006
Contact Name: Karin M. Pilarski, M.Ed.

Educational Community

The Western Beaver County School District was established in 1963 and receives students from the Boroughs of Ohioville, Industry, Midland and Glasgow. These boroughs are in a rural locality covering 34.5 square miles. Approximately 900 students are enrolled in our schools. There are three school buildings in our district all designated as single floor structures. The buildings include Fairview Elementary housing grades PreK - 4, Ray W. Snyder housing grades 5 - 6, and Western Beaver Junior/Senior High School housing grades 7 - 12. In addition to having 71 full time faculty members, our staff is comprised of a librarian, a library aide, two reading specialists, a gifted coordinator and gifted support teacher, 15 teachers' aides, and a technology coordinator. The average teacher to student ratio is 1:16.

Our PreK - 12 curriculum includes remedial interventions, transition, service learning, independent study options, advanced placement classes, inquiry based learning, inclusion based programs for both learning disabled and accelerated students, on-line learning, dual enrollment (college credit options), and strong core academic fundamentals.

The community is actively involved in our schools through a variety of programs. School based programs including PTO, Booster organizations, and a Community Task Force work cooperatively with the district to provide an educational program that includes a strong academic component as well as an equally strong community service learning component.

Mission

The Western Beaver County School District is committed to developing all students to their fullest potential creating responsible, self-sustaining citizens that are life-long learners.

Vision

The Western Beaver County School District will serve as the keystone in developing service oriented citizens that take pride in a diverse community where rigor, high academic standards, and progressive learning experiences are valued.

Shared Values

1. We believe that all children can be academically successful.
2. We believe in establishing a firm educational foundation for the students and our school district.
3. We believe in promoting student-centered schools where learning may take place in a safe environment.
4. We believe in supporting our staff's continued professional development in their respective fields.
5. We believe in the collaborative efforts between the school district and the community.

Goals

Goal: Mathematics

Description: Between 2008 - 2014 we will meet AYP as measured by the Department of Education.

Goal: Reading

Description: Between 2008 - 2014 we will meet AYP as measured by the Department of Education.

Goal: Science

Description: Between 2008 - 2014 we will meet AYP as measured by the Department of Education.

Goal: Student Attendance

Description: Between 2008 - 2014, student attendance (any school that does not graduate seniors) will meet AYP as set by the PA Department of Education.

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Goal: Student Attendance

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Academic Standards

The Western Beaver County School District will continue to align the curriculum and teaching practices to the Pennsylvania Academic Standards. In addition, high academic standards and meeting Chapter 4 regulations under curriculum, instruction, assessment, and graduation requirements along with continuing professional education in accordance with Act-48 will be a priority in the district. We will work with the parents and the community to ensure that all students apply themselves to the maximum potential in each class or activity and feel rewarded and accountable. Curriculum work will be guided by the PA Standards in the following areas: Science and Technology, Environment and Ecology, Social Studies, History, Geography, Civics and Government, Economics, Arts and Humanities, Career Education and Work, Health Safety and Physical Education, Family and Consumer Sciences, and World Languages, Mathematics, and English Language Arts. In addition the district will continue to implement effective teaching and inclusionary practices to help students obtain academic achievement.

Graduation Requirements

Commonwealth of Pennsylvania School Law Chapter 4 regulations read as follows: High School Graduation Requirements - Requirements shall include course completion and grades, completion of a culminating project, and results of local assessments aligned with the academic standards. Beginning in the 2002-03 school year, students shall demonstrate proficiency in reading, writing and mathematics on either the State assessments administered in grade 11 or 12 or local assessments aligned with academic standards and State assessments under para 4.52 at the proficient level or better in order to graduate.

In other words, students must pass their classes, complete a graduation project, and pass the state assessment or the local assessment in order to graduate. If students do not pass the state assessment they must complete a local assessment. The local assessment consists of three options with students completing one successfully. The options for local assessment are as follows: 1) the student must have a 2.0 GPA, 2) the student must be judged as a completer at the Beaver County Vocational Technical School, 3) the student must pass the local assessment test. A Principal's Advisory Panel, consisting of the principal, dean, guidance counselor, math department chair, and English department chair will make recommendations to the principal on whether or not students have successfully completed the graduation requirements. Please note: A vo-tech student that does not pass the PSSA test or re-test is required to take the local assessment.

Purpose:

It shall be the policy of the Board to acknowledge each student's successful completion of the instructional program appropriate to the student's interests and needs by the award of a diploma or certificate at fitting graduation ceremonies.

Authority:

The Board shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by this Board. Twenty-four (24) units of credit in grades 9, 10, 11, and 12 shall be required for graduation for all students and shall include the following:

- Four (4) units of English credit
- Four (4) units of Social Studies
- Four (4) units of Mathematics (algebra 1 is required)
- Three (3) units of Science (biology, grade 9 - chemistry, grade 10 are required)
- One (1) unit of Physical Education shall be taken at least one semester in each grade (9, 10, 11, and 12) at a weight of .25 unit each year.
- One-half (1/2) unit of Health Education
- One (1) unit of computers
- One-half (1/2) unit of Driving Theory/Safety Education
- One (1) unit of Graduation Project
- Five (5) units of elective. A student may select elective units from other subject offerings, including approved vocation education courses. However, he or she should make sure that his or her choice will contribute to his or her preparation for immediate employment or for admission to college, as well as satisfaction of personal and cultural needs and the required twenty-two and one half (22.5) credits for graduation. Vo-tech students will only receive a math credit for vo-tech during the senior year. Math must be taken at the home school through the junior year.

All students must register for 6 credits plus Physical Education per academic year. The building principal must approve any deviation from this requirement. Seniors must have completed all requirements before participation in Baccalaureate and Commencement is permitted. Requirements include but are not limited to the completion of his or her classes, and compliance with the District Attendance Policy. Permission for any waiver must be granted by the building principal.

Additionally, all seniors will be required to have completed a Senior Project as a graduation requirement. Additional information is available from the high school counselor regarding specific Senior Project requirements.

Strategic Planning Process

The Western Beaver County School District contracted services with Tri-State University of Pittsburgh to create our strategic plan. Through Tri-State we utilized the expertise of Dr. Chet Kent. The plan was developed using a variety of data and information obtained and analyzed by subcommittees established through the strategic planning steering committee. The subcommittees then presented their individual parts to the entire strategic planning steering committee. In addition, other teams were established to work on the professional education plan the special education team and the technical team. The subcommittees established include:

1. Strategic planning steering committee - works collaboratively to write the strategic plan also divided into separate subcommittees.
2. Strategic planning administrative committee - approves each plan prior to seeking board approval.
3. Strategic planning professional development committee - works collaboratively to write the professional development plan.
4. Strategic planning special education committee - works collaboratively to write the special education plan.
5. Strategic planning technology committee - works collaboratively to write the technology plan.

Each plan was presented to the strategic planning administrative committee for approval. As suggestions were made by the administrative committee these comments were discussed by the subcommittees and revisions were made as necessary. The teams met on a regular basis beginning in October 2007.

Each committee was charged with the following responsibilities:

1. Review current trends in educational research
2. Review past data (financial, achievement, past plans, strategic plan)
3. Conduct needs assessment (professional education needs assessment, staff perception survey, student perception survey, parent community perception survey, focus group discussions)
4. Prepare new plan proposal
5. Present to strategic planning administrative committee in May of 2008 and to the Western Beaver County School Board in June 2008

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Robert Postupac	Superintendent	Administrator	Rob Postupac
Karin Pilarski	Supervisor of Curriculum, Instruction, & Special Programs	Administrator	Rob Postupac
Gabe Engel	Elementary Principal	Administrator	Rob Postupac
Steve Wellendorf	Jr./Sr. High School Principal	Administrator	Rob Postupac
Barry Borza	Assistant Jr./Sr. High School Principal	Administrator	Rob Postupac
Cherie Conrad	Teacher	Secondary School Teacher	Steve Wellendorf
Cheryl Muller	Resident	Community Representative	Enrico Antonini
Kelly Fortner	Jr./Sr. High School Guidance Counselor	Ed Specialist - School Counselor	Rob Postupac
Dr. Chet Kent	Tri-State Representative	Other	Rob Postupac
Ellen Schaudé	Teacher	Elementary School Teacher	Gabe Engel
Eric Palmer	School Psychologist	Ed Specialist - School Psychologist	Rob Postupac
Fred Petro	Business Owner	Business Representative	Enrico Antonini

Gloria Farzati	Teacher	Secondary School Teacher	Steve Wellendorf
Hubert Kovalesky	Resident	Board Member	Rob Postupac
Ilene McLean	Resident	Board Member	Rob Postupac
John Metzler	Resident	Board Member	Rob Postupac
John Nadzam	Resident	Board Member	Rob Postupac
Michael Vujaklya	Resident	Board Member	Rob Postupac
Frank Mosura, Jr.	Resident	Board Member	Rob Postupac
Martin Gimbus	Resident	Board Member	Rob Postupac
Nancy Campbell	Teacher	Secondary School Teacher	Steve Wellendorf
Patrick McGeehan	Resident	Board Member	Rob Postupac
Paula Kadilak	Resident	Board Member	Rob Postupac
Rita Colonna	Parent	Parent	Al Smochko
Valerie Kennedy	Teacher	Secondary School Teacher	Steve Wellendorf

Goals, Strategies and Activities

Goal: Mathematics

Description: Between 2008 - 2014 we will meet AYP as measured by the Department of Education.

Strategy: Curriculum Alignment

Description: Ongoing review and revision of math curriculum to ensure alignment with PA Academic Standards, eligible content and assessment anchors.

Activity: Curriculum

Description: Annual curriculum review Pre-K to 12 based on Western Beaver County School District's curriculum development process and schedule.

Person Responsible Timeline for Implementation Resources

Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$6,000.00
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Activity: Data Analysis

Description: Review 4Sight, PSSA, Local Assessments, PVAAS, Terra-Nova and progress monitoring through grade level and department meetings.

Person Responsible Timeline for Implementation Resources

Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$30,000.00
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Strategy: Effective Instructional Strategies

Description: To identify the most effective instructional strategies.

Activity: Collaborative Planning

Description: Time built in schedules for collaborative planning, implementation and evaluation of goals, standards and activities to create successful classrooms.

Person Responsible	Timeline for Implementation	Resources
Robert Postupac	Start: 1/1/2009 Finish: Ongoing	-

Activity: Flexible Grouping

Description: Flexible grouping to accommodate all learning styles.

Person Responsible	Timeline for Implementation	Resources
Robert Postupac	Start: 1/1/2009 Finish: Ongoing	-

Activity: Professional Development

Description: Provide professional development for staff and additional resources that may be required.

Person Responsible	Timeline for Implementation	Resources
Karin Pilarski	Start: 1/1/2009 Finish: Ongoing	\$12,000.00

Goal: Reading

Description: Between 2008 - 2014 we will meet AYP as measured by the Department of Education.

Strategy: Curriculum Alignment

Description: Ongoing review and revision of reading curriculum to ensure alignment with PA Academic Standards, eligible content and assessment anchors.

Activity: Curriculum

Description: Annual curriculum review Pre-K to 12 based on Western Beaver County School District's curriculum development process and schedule.

Person Responsible	Timeline for Implementation	Resources
Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$6,000.00

Activity: Data Analysis

Description: Review 4Sight, PSSA, Local Assessments, PVAAS, Terra-Nova and progress monitoring through grade level and department meetings.

Person Responsible	Timeline for Implementation	Resources
Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$30,000.00

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Description: To identify the most effective instructional strategies.

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Robert Postupac	Start: 1/1/2009 Finish: Ongoing	-

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Robert Postupac	Start: 1/1/2009 Finish: Ongoing	-

Activity: Professional Development

Description: Provide professional development for staff and additional resources that may be required.

Person Responsible	Timeline for Implementation	Resources
Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$12,000.00

Goal: Science

Description: Between 2008 - 2014 we will meet AYP as measured by the Department of Education.

Strategy: Curriculum Alignment

Description: Ongoing review and revision of science curriculum to ensure alignment with PA Academic Standards, eligible content and assessment anchors.

Activity: Curriculum

Description: Annual curriculum review Pre-K to 12 based on Western Beaver County School District's curriculum development process and schedule.

Person Responsible	Timeline for Implementation	Resources
Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$6,000.00

Activity: Data Analysis

Description: Review 4Sight, PSSA, Local Assessments, PVAAS, Terra-Nova and progress monitoring through grade level and department meetings.

Person Responsible	Timeline for Implementation	Resources
Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$30,000.00

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Description: Provide professional development for staff and additional resources that may be required.

Person Responsible	Timeline for Implementation	Resources
Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$12,000.00

Goal: Student Attendance

Description: Between 2008 - 2014, student attendance (any school that does not graduate seniors) will meet AYP as set by the PA Department of Education.

Strategy: Improve Student Attendance

Description: To identify methods to improve student attendance.

Activity: Incentives

Description: Incentives, such as awards and certificates, will be implemented to improve students' overall attendance.

Person Responsible	Timeline for Implementation	Resources
Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$18,000.00

Activity: Parents & Community Meetings

Description: Any parent/community meeting (Title 1, Open House, Parent/Teacher Conferences, PTA/PTO, etc.) will include a segment on the importance of students' attendance relating to academic success.

Person Responsible	Timeline for Implementation	Resources
Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$18,000.00

Measurable Annual Improvement Targets

Each year the district administration conducts an analysis of the district data from the assessment tools to guide and improve curriculum and instruction. This analysis includes a review of the hard data from local, state, classroom formative and summative assessments. From this data the district will analyze the following:

1. Results that are above and below expectancy
2. Curriculum planning teams will identify students who are in need of additional support
3. Grade level and department team will find support materials that are based on best practices to enhance the instructional program
4. Additional support personnel will provide classroom teachers with progress monitoring tools
5. Attendance records and other student data is shared with each grade level and department team as needed

Curriculum, Instruction and Instructional Materials

Resources	Elementary Grades Pre-K - 4	Elementary Grades 5 & 6	High School Grades 7-12
Professional Personnel	24	13	37
School Libraries	1	1	1
Classrooms	17	6	28
Laboratories	1	1	4
Other Resources Devoted to the Attainment of Academic Standards	<ul style="list-style-type: none"> - Internet access in all rooms. - Smart Board - Computer Projector - Computer Aided Instruction - Distance Learning - Cable TV in all rooms. - Telephone in all rooms. 	<ul style="list-style-type: none"> - Internet access in all rooms. - Smart Board - Computer Projector - Computer Aided Instruction - Distance Learning - Cable TV in all rooms. - Telephone in all rooms. 	<ul style="list-style-type: none"> - Internet access in all rooms. - Smart Board - Computer Projectors - Computer Aided Instruction - Distance Learning - Cable TV in all rooms. - Telephone in all rooms.

Teachers are provided with instructional materials that are aligned to the PA Standards and textbooks are reviewed during the course of a defined textbook review cycle. In-services, building meetings, and grade-level/departmental meetings provide ways to share best practices. Recent research-based textbooks are available in the Administrative Offices. The Western Beaver County School District approves all educational textbooks and instructional programs before implementation.

Assessments and Public Reporting

The district has developed and continues to refine its local assessment system. With regards to the methods and measures used to determine the degree to which students are achieving academic standards, all district planned courses of study are aligned to the PA academic standards. Students demonstrate achievement of those standards by attaining a passing grade, proficient or above level, in the assigned coursework. Grades for assigned coursework are determined by formal and informal assessments, both teacher-created and published. Information regarding grades/completion is shared with parents via the district's report card system as well as progress reports and conferences.

In addition to the classroom assessments included in its planned courses, the district's local assessments system also includes the following:

Grade Levels Assessments		Administration Timeline
K-6	DIBELS	Fall, Spring
3-11	4Sight	Fall, Winter, Spring, Spring
1, 2, 9, 10	Terra Nova	Spring
5, 8, 11	PSSA Writing	Winter
4, 8, 11	PSSA Science	Spring
3-8, 11	PSSA Math	Spring
3-8, 11	PSSA Reading	Spring
12	PSSA Math, Reading, & Writing	Fall
12	District Assessment	Spring

Targeted Assistance for Struggling Students

The district currently meets AYP. Each building has demonstrated measures to assure that each struggling student be supported as follows:

Kindergarten through Grade 6: Struggling students are identified through 4Sight, DIBELS, PSSA or TERRA Nova scores. Students are recommended for any or all of our supplemental tutoring programs. These include during school or after school tutoring, Title I or IST.

Grades 7-12: Struggling students are identified through 4Sight, PSSA, TERRA Nova, or district assessments scores. Students are recommended for our during or after school tutoring programs.

Support for Struggling Schools

Currently, all three of our schools have made AYP. Any school identified as not making AYP will be addressed at that time. Both in district and out-of-district resources will be utilized for any school not making AYP.

Qualified, Effective Teachers and Capable Instructional Leaders

The Western Beaver County School District strives to ensure that all administrators, teachers and paraprofessionals are "highly qualified" in accordance with NCLB throughout the life of this plan.

Parent and Community Participation

The Western Beaver County School District parents and community participation goals, plans and practices are aligned with current NCLB guidelines. Parents and community members participate in our schools through the Parent-Teacher Organization (PTO) and other advisory groups. Each building hosts parent-teacher conferences twice a year, as well as an open house, as part of the school calendar.

Pre-Kindergarten Transition

The Pennsylvania Pre-K Counts funding provides students and their families the opportunity to attend a high-quality pre-kindergarten program in our district at no cost. In our efforts to provide this service to our community, we work in collaboration with Beaver County Head Start and our local Community Engagement Group to transition students into our Pre-K program and then eventually into our full-day Kindergarten program.

Utilization of Resources and Coordination of Services

Service/Resource	Description	Type
<ul style="list-style-type: none"> • Classroom wide behavior systems • Positive behavioral techniques • Interventions, specially designed instruction, or goals targeting behavior • Functional Behavior Assessments and Behavioral Intervention Plan when necessary • Counselor facilitated groups (e.g., social skills) • Posting of, and frequent reminding of, rules and expectations 	Social and behavioral supports available for students in the regular education setting.	Special Education
<ul style="list-style-type: none"> • Preferential seating • Adaptive equipment • Arrangement of desks/tables 	Available adaptations to the classroom environment for students with disabilities included in the regular education setting.	Special Education
<ul style="list-style-type: none"> • Scheduled time for co-planning and team meetings • Specialized support and instruction within the regular education classroom (for example, co-teaching and Para-Educators) • Professional development related to inclusive practices and working with students with disabilities • In-service training by IU staff for teachers and support staff in the use of assistive technology for individual students (for example, FM systems) • Scheduled opportunities for parental collaboration • Transition process and meetings with outside agencies (e.g., Beaver County Rehabilitation Center, OVR, MH/MR) 	Provides collaborative support for staff, professional development, and support among staff in order to provide services in the inclusive setting.	Special Education
<ul style="list-style-type: none"> • Use of small grouping within the classroom • Use of cooperative learning • Use of the co-teaching model • Use of the push-in model where learning support teachers are present in core academic subjects, up through the high school level • Provision of modifications and adaptations to the curricular materials and assessment materials • Provision of modifications and accommodations on assessments; modifications of classroom test format, modifications of presentation and response format • Provision of alternate materials and/or assistive technology (e.g., text on CD, 	Instructional adaptations, aids, and services available at Western Beaver County School District.	Special Education

transcribing text into Braille, computer reading of text — Kurzweil program) <ul style="list-style-type: none"> • Provision of instruction on functional skills within the context of the regular education classroom • Alternate methods of presentation and instructional techniques 		
Assistance from paraprofessionals	Available for learning or behavioral needs for individual students, groups, or whole classrooms depending on students' needs.	Special Education
Full Day Kindergarten and Pre-Kindergarten Services	Provided to at-risk students	Student Services
Intermediate Unit (27) - Beaver Valley	Provides professional development to administrators, teachers, instructional aides, and support staff	Other
PaTTAN	Provides professional development to administrators, teachers, instructional aides, and support staff	Other
ProSoft and Classroll	Grading software programs that facilitate communication with students and parents along with other faculty members	Other
Student Assistance Program	Provides support to address barriers to learning in grades 7-12	Student Services
Title I	Provides reading support for at-risk students K-4	Student Services
Tutoring	Provides tutoring in math and reading to non-proficient students in grades 1-12	Student Services
Web Site	Facilitates communication with community, students, and parents	Other

Pennsylvania Department of Education



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

Educational Technology Report **(Last approved Wednesday, March 18, 2009)**

Entity: Western Beaver County SD
Address: 343 Ridgemont Dr
Midland, PA 15059-2219
Phone: (724) 643-8500 Ext: 1006
Contact Name: Karin M. Pilarski, M.Ed.

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4. We believe in supporting our staff's continued professional development in their respective fields.
5. We believe in the collaborative efforts between the school district and the community.

Needs Assessment Reflections

Technology is assessed in June of each year by the administration to evaluate obsolescence, repair and replacement. New technologies are discussed with administrators, technology coordinator and Computer Center Line (contracted vendor). The Western Beaver County School District participates in the Regional Choice Initiative (RCI) program through The Beaver Valley Intermediate Unit, IU 27. The Beaver Valley Intermediate Unit also provides, through a Fiber Wide Area Network a high-speed connection for the District. The RCI program provides learning opportunities through on-line course offerings, dual enrollment, and concurrent agreement, course offerings, and open seat, distance-learning opportunities with PolyComs.

Technology department staff along with professional staff members attends monthly technology coordinator meetings at The Beaver Valley Intermediate Unit, IU 27.

The District employs a technology coordinator and contracts with Computer Center Line for all technology issues. Significant improvements in the network servers, routers, switches, connectivity between buildings has significantly improved in the two years prior to this plan. One area of weakness is staffing in the Information Technology (IT) department. The wait time to repair problems within the school is a concern.

Goals and Strategies

Goal: Expand Use of Technology

Description: By 2014, the District will expand its capacity to provide technology across the educational program.

Strategy: Data Protection

Description: Re-evaluate and replace outdated backup systems in District to provide better security against data loss

Activity: Create Backup Strategy

Description: Create a backup strategy for administration and teachers to maintain important documents and email in a centralized location.

Person Responsible Timeline for Implementation Resources

Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$20,000.00
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Strategy: Improve District Communication

Description: The District hopes to improve communication between administrators, principals, teachers, students and parents.

Activity: Expand on-line grading and implement an on-line message system

Description: Continue to expand all the current on-line (Classroll) program or one similar. Implement an on-line notification system for all emergency and non-emergency district notification needs.

Person Responsible Timeline for Implementation Resources

Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$60,000.00
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Activity: Upgrade satellite servers and infrastructure

Description: Integrate new servers in all satellite buildings to increase district connectivity.

Person Responsible Timeline for Implementation Resources

Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$70,000.00
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Activity: VPN - Telephone System

Description: Upgrade infrastructure networking routers and district servers.

Person Responsible Timeline for Implementation Resources

Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$75,000.00
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Strategy: Incorporate Distance Learning into Classroom

Description: The district plans to incorporate the use of Distance Learning equipment into the classroom at all levels.

Activity: Add Distance Learning Equipment

Description: Install Distance Learning equipment at all buildings to allow for expansion of curriculum to include classes that are not currently offered.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$60,000.00
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Activity: Add Distance Learning Equipment

Description: Expand current computer equipment to include mobile carts at every level.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$60,000.00
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Strategy: Increase Use of Technology in Classroom

Description: The district plans to better utilize the Wide Area Network (WAN) to assist in the instruction of students.

Activity: Expand Use of Software in Classroom

Description: The district plans to expand the grade levels and subjects taught using Accelerated Reader, Study Island, and other instructional technology offerings.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$60,000.00
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Activity: Install Replacement Computer Labs in Each Building

Description: By 2010, the district plans to replace one computer lab in each building.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Robert Postupac	Start: 7/1/2008 Finish: 6/30/2010	\$240,000.00
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Activity: Regional WAN Upgrade

Description: Continue to upgrade district equipment providing regional FiberWAN connection.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$12,000.00
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Activity: Technology Training for All Staff

Description: Define a standard level of technology proficiency of all staff.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Robert Postupac	Start: 1/1/2009 Finish: Ongoing	\$60,000.00
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Budget

Potential Funding Distribution

Funding Source	2009-2010	2010-2011	2011-2012	Total
010 - ADMINISTRATIVE BUDGET	\$147,000.00	\$102,000.00	\$107,000.00	\$356,000.00
Grand Total	\$147,000.00	\$102,000.00	\$107,000.00	\$356,000.00

Goal: Expand Use of Technology

By 2014, the District will expand its capacity to provide technology across the educational program.

Data Protection	2009-2010	2010-2011	2011-2012	Total	Funding Source
Create Backup Strategy	\$10,000.00	\$0.00	\$0.00	\$10,000.00	010 - ADMINISTRATIVE BUDGET
Improve District Communication	2009-2010	2010-2011	2011-2012	Total	Funding Source
Expand on-line grading and implement an on-line message system	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00	010 - ADMINISTRATIVE BUDGET
Upgrade satellite servers and infrastructure	\$35,000.00	\$0.00	\$0.00	\$35,000.00	010 - ADMINISTRATIVE BUDGET
VPN - Telephone System	\$0.00	\$0.00	\$25,000.00	\$25,000.00	010 - ADMINISTRATIVE BUDGET
Incorporate Distance Learning into Classroom	2009-2010	2010-2011	2011-2012	Total	Funding Source
Add Distance Learning Equipment	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00	010 - ADMINISTRATIVE BUDGET
Add Distance Learning Equipment	\$20,000.00	\$20,000.00	\$0.00	\$40,000.00	010 - ADMINISTRATIVE BUDGET
Increase Use of Technology in Classroom	2009-2010	2010-2011	2011-2012	Total	Funding Source
Expand Use of Software in Classroom	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00	010 - ADMINISTRATIVE BUDGET
Install Replacement Computer Labs in Each Building	\$40,000.00	\$40,000.00	\$40,000.00	\$120,000.00	010 - ADMINISTRATIVE BUDGET
Regional WAN Upgrade	\$2,000.00	\$2,000.00	\$2,000.00	\$6,000.00	010 - ADMINISTRATIVE BUDGET
Technology Training for All Staff	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00	010 - ADMINISTRATIVE BUDGET
Subtotal	\$147,000.00	\$102,000.00	\$107,000.00	\$356,000.00	
Grand Total	\$147,000.00	\$102,000.00	\$107,000.00	\$356,000.00	

Staff Development

The Western Beaver County School District is continually trained in the use and maintenance of current and emerging technologies. Training occurs through the district's IT staff, administrators, the Beaver Valley Intermediate Unit (IU 27), and outside consultants. The district will dedicate at least one session of every in-service day to technology professional development. The district's technology coordinator will conduct professional development activities for technology integration where teachers will receive ACT 48 credit for attending these sessions.

In order to provide professional development opportunities, we have offered (or plan to offer) the following technology trainings:

eMetric
PVAAS
4Sight
STAR Reading
Accelerated Reader
Classroll

It is our hope, that by providing these professional development opportunities, our staff will integrate these programs into their teaching and instruction.

Monitoring

The district's technology plan will be monitored through several needs assessments:

1. Beaver Valley Intermediate Unit (IU 27) conducts an annual Needs Assessment Survey that all district's in the IU participate. This needs assessment includes a section on district technology and technology integration into the curriculum. This needs assessment is utilized to monitor teacher perception of district technology needs.
2. Strategic Planning Needs Assessment with students, parents, and faculty. This needs assessment will be utilized to assess the district's technology plan.
3. District budget will be compared to the technology plan budget to monitor technology purchases, in-service activities, technology integration to align with the strategic plan.

We will utilize the needs assessment results to determine and drive our professional development. In analyzing information received from each needs assessment, we will be able to determine if technology integration is occurring appropriately and on a regular basis. Our district has recently appointed a Supervisor of Curriculum & Instruction (12 month administrative position), along with the district technologist and the newly appointed technology coach will collaborate to determine the technological and professional development needs of the staff and students of the Western Beaver County School District. Teachers have the opportunity to communicate information effectively through the use of digital age media in monthly (sometimes bi-weekly) department/grade level meetings.

Evaluation

- Our district technologist, along with the administration, will be responsible for the ongoing evaluation of the hardware.
- Create Back-up Strategy: Ongoing evaluation on how effective the back-up strategy is for restoring data.
- VPN - Telephone System: Ongoing evaluation on whether or not technology improvements help the telephone system.
- Upgrade satellite servers and infrastructure: Ongoing evaluation on whether or not the servers improve integration of classroom resources.
- Expand on-line grading and implement an on-line message system: Through analysis of parent/student access to available data.
- Add distance learning equipment: Classes offered using distance learning equipment will be evaluated at the end of each year by the principal. Students' participation will be used to evaluate effectiveness. Principals will evaluate effectiveness through equipment usage in instructional areas.
- Expand use of software in classroom: Principals and teachers will evaluate programs based on student assessment results.
- Install replacement computer labs in each building: By 2010, the district will replace one computer lab in each building.
- Regional WAN upgrade: Upgrade necessary equipment to continue FiberWAN connection.
- Technology training for all staff: Utilize surveys every three years to establish the strengths and weaknesses of the staff.
- Monitoring the usage and implementation of the technologies presented in professional development programs will help to determine efficacy.
- Grade Level & Department meetings use formative and summative assessment data to develop and drive instruction.

Pennsylvania Department of Education



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

Professional Education Report **(Last approved Thursday, October 09, 2008)**

Entity: Western Beaver County SD

Address: 343 Ridgemont Dr
Midland, PA 15059-2219

Phone: (724) 643-8500 Ext: 1006

Contact Name: Karin M. Pilarski, M.Ed.

Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Robert Postupac	Superintendent	Administrator	Rob Postupac
Karin Pilarski	Supervisor of Curriculum, Instruction, & Special Programs	Administrator	Rob Postupac
Gabe Engel	Elementary Principal	Administrator	Rob Postupac
Steve Wellendorf	Jr./Sr. High School Principal	Administrator	Rob Postupac
Barry Borza	Assistant Jr./Sr. High School Principal	Administrator	Rob Postupac
Cherie Conrad	Teacher	Secondary School Teacher	Steve Wellendorf
Cheryl Muller	Resident	Community Representative	Enrico Antonini
Kelly Fortner	Jr./Sr. High School Guidance Counselor	Ed Specialist - School Counselor	Rob Postupac
Dr. Chet Kent	Tri-State Representative	Other	Rob Postupac
Ellen Schaudé	Teacher	Elementary School Teacher	Gabe Engel
Eric Palmer	School Psychologist	Ed Specialist - School Psychologist	Rob Postupac
Fred Petro	Business Owner	Business Representative	Enrico Antonini
Gloria Farzati	Teacher	Secondary School Teacher	Steve Wellendorf
Hubert Kovalsky	Resident	Board Member	Rob Postupac
Michael Vujakly	Resident	Board Member	Rob Postupac
Frank Mosura, Jr.	Resident	Board Member	Rob Postupac
Ilene McLean	Resident	Board Member	Rob Postupac
John Metzler	Resident	Board Member	Rob Postupac
John Nadzam	Resident	Board Member	Rob Postupac
Martin Gimbus	Resident	Board Member	Rob Postupac
Nancy Campbell	Teacher	Secondary School Teacher	Steve Wellendorf
Patrick McGeehan	Resident	Board Member	Rob Postupac
Paula Kadilak	Resident	Board Member	Rob Postupac
Rita Colonna	Parent	Parent	Al Smochko
Valerie Kennedy	Teacher	Secondary School Teacher	Steve Wellendorf

Needs Assessment

The Western Beaver County School District conducted a needs assessment survey of parents in the spring of 2008. A needs assessment survey of the teaching staff was also completed during the spring of 2008. The Professional Education Committee surveyed a sample group of students in grades 5, 8, and 11 during the spring of 2008.

The professional staff participated in an online survey, the district technology coordinator in conjunction with The Beaver Valley Intermediate Unit, IU 27, facilitated this process. The professional staff survey used a Likert Scale to assess needs in the following areas:

- Effective teaching practices
- Classroom management
- Assessment
- Integrating Technology into Teaching
- Parent communication, parental involvement
- Formative Assessment (DIBLES, 4Sight)
- Inclusion
- Academic Standards (Assessment Anchors)
- School Safety

Educational Options:

The Professional Education Team has approved the professional education options for The Western Beaver County School District Act 48 Professional Education Plan. The options contained in this plan may be used to fulfill the six (6) credits and/or 180 hour requirement. Western Beaver School District retains the right approve or disapprove activity if the district is assuming any cost for the registered credits, expenses or providing time based upon the terms and the Agreement by and between the Western Beaver County School District and Western Beaver Education Association.

1. Credits must be related to:
 - a. Area of professional education or assignment
 - b. Area of professional educator's certification
 - c. Area to which the professional educator may be transferred
 - d. Obtaining an administrative certificate
 - e. Areas approved by the Western Beaver County Board of Directors
2. Educational activities for professional educators whose area of assignment includes special needs students
3. Activities related to appropriate current educational issues
4. Activities relating to the Professional Education Plan and conducted by:
 - a. Western Beaver County School District
 - b. Pennsylvania Department of Education
 - c. Pennsylvania Intermediate Units
 - d. Providers approved by the Pennsylvania Department of Education
 - e. Providers approved as part of the Western Beaver County School District professional education plan

The following activities are NOT eligible:

1. Unassigned or unsupervised time for study, reading, or other activities outside of a professional educators work related experience
2. Time allocated for social activities, refreshment breaks, lunches, dinners
3. Compensated time other than Western Beaver County School District scheduled In-Service Day activities

Limited English/ESL:

The Western Beaver County School District Professional Education Plan includes programs, activities and learning experiences for the professional staff to prepare and enable ESL students participate actively in learning experiences and social activities in the school.

The Western Beaver County School District currently has two (2) ESL students enrolled in the district. There is one ELL certified teacher currently on staff in the district. The district contracts with The Beaver Valley Intermediate Unit, IU 27, to provide services to ELL learners enrolled in the district.

The district provides in-service activities to assist in provided age and grade level appropriate modifications and adaptations of instruction for all ESL students in the mainstream classroom. Students in the ESL program will be integrated with the general education population whenever possible.

CPR Training:

All professional staff members and paraprofessional staff have been provided CPR training. Additionally selected members of the professional staff have been provided training in the use of the AED (Automatic Exterior Defibrillator). Each training program was conducted by certified CPR Trainers. Mandatory CPR training is provided every two (2) years during an ACT 80 Day.

Gifted Education Training:

The Western Beaver County School District has policies and procedures in place for identifying and educating gifted students. The district employs two teachers for the purpose of enriching the education of students identified as gifted and/or talented. These staff members are provided opportunities to attend conferences and workshops with regard to the education of gifted students. The Beaver Valley Intermediate Unit, IU 27, provides in-service for the entire staff with regard to regulations, differentiated instruction, learning styles, and social/emotional needs of gifted students.

Professional Education Providers:

Providers, Courses, Programs and Activities

The following list of providers may be used by the Western Beaver County School District professional staff, substitutes, and administrators to satisfy the Continuing Professional Education experiences required by the Commonwealth of Pennsylvania. It is expected that any course, workshop or other continuing professional activity will relate to his/her area of certification or assignment.

1. Western Beaver County School District
2. Pennsylvania Department of Education
3. Pennsylvania Intermediate Units, including IU 27
4. Pennsylvania Training and Technical Assistance Network (PaTTAN)
5. Special Education activities for professional educators whose assigned area includes students with special needs
6. Tri-State Area Study Council (University of Pittsburgh)
7. Vendors approved by PDE or the Western Beaver County School District and listed on specific educational material
8. Workshops and conferences sponsored by a variety of local, state, regional and national associations such as, PSBA, PDE, Intermediate Units, PSEA, PASCD, PASA, PSBO, PAFFPC, NSBA, NEA, NAESP, PAESP, NCTE, NCTM, MCTSS, ASCD, AASA, ASBO, College Board, Advanced Placement, Teacher's Academy, Principal's Academy, Commonwealth Libraries of Pennsylvania, and other conferences, or courses related to certification, general pedagogy, and the needs identified by the professional staff and school district plan and approved by the Western Beaver County School District administration
9. Credits earned at the collegiate level
10. Local district's approved CPE program

Professional Education Action Plan

Goal: Professional Development

Description: To determine the effectiveness of the professional development program and make recommendations for future professional development activities.

Strategy: District internal evaluation form

Description: The District requires all professional staff members complete an evaluation sheet at the conclusion of all in-service program.

Activity: Grade Level Department Meetings

Description: Bi-weekly department meetings to review implementation procedures of the professional development program.

Person Responsible	Timeline for Implementation	Resources
Robert Postupac	Start: 9/3/2008 Finish: 1/7/2009	\$81,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	20	74

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Western Beaver County School District	<ul style="list-style-type: none"> • School Entity • College • Non-profit organization • Intermediate Unit • Association • Individual • Company 	Approved

Knowledge and Skills**Research and Best Practices****Designed to Accomplish**

Varied according to the professional development activities and developed through the ACT 48 committee.

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Pre-Kindergarten Early Learning Standards Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education World Languages Kindergarten Early Learning Standards Mathematics History Career Education and Work Economics Family and Consumer Sciences Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring Journaling and reflecting 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio (Non-tenured professional employees only)

Strategy: Off-site Professional Development Report

Description: The District requires that a report be submitted with regard to any in-service program that was attended off-site.

Activity: Professional Development Presentation

Description: Individuals or departmental teams report to administrators, professional staff, and other district personnel, regarding the implementation of professional development activities and its effectiveness.

Person Responsible	Timeline for Implementation	Resources
Robert Postupac	Start: 10/23/2008 Finish: 6/25/2009	\$81,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	8	74

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Western Beaver County School District	<ul style="list-style-type: none"> • School Entity • College • Non-profit organization • Intermediate Unit • Association • Individual • Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Varied according to the professional development activity that was attended.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of</u>

teaching and learning, with an emphasis on learning.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio (non-tenured professional staff only) |
|---|---|

Annual Review Process

Annual Review Process:

The committee is responsible for monitoring and amending the plan. The committee will meet annually to assess the plan, programs and to design continuous educational opportunities for the professional staff. The goals and objectives of the Western Beaver County School District Strategic Plan will continue to be integrated into the Act 48 Professional Education Plan.

Criteria and Balance:

The learning needs of the professional staff will determine the content of the District's Professional Education Plan. Much of the information developed from the Professional Education Needs Assessment and information provided through the Act 48 Professional Education Evaluation Form determine content and timeline for the District's continuing educational offerings. Professional education plans must take into account the balance between content and pedagogy. Professional education plans must include evidence they meet the following professional education criteria:

1. Is related to attainment of the Pennsylvania Academic Standards
2. Is planned to address the needs of a school and its professional staff
3. Has clear and concise, written content and skill-based competencies
4. Is researched-based, data-driven and contributes to measurable increases in student achievement
5. Contributes to building learning communities
6. Is evaluated by the participants

Appendix B Entity Information Page

Entity: Western Beaver County SD
Address: 343 Ridgemont Dr
Midland, PA 15059-2219

Superintendent or Chief Administrative Officer: Mr. Robert Postupac

E-mail: rpostupac@westernbeaver.org

Telephone: 724-643-9310

Fax: 724-643-8048

Professional Education Committee Chairperson: Karin M. Pilarski, M.Ed.

E-mail: kpilarski@westernbeaver.org

Telephone: 724-643-8500 ext. 1006

Fax: 724-643-8504

Act 48 Reporting Contact: Karin M. Pilarski, M.Ed.

E-mail: kpilarski@westernbeaver.org

Telephone: 724-643-8500 ext. 1006

Fax: 724-643-8504

Pennsylvania Department of Education



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

Special Education Report **(Last approved Friday, June 20, 2008)**

Entity: Western Beaver County SD

Address: 343 Ridgemont Dr
Midland, PA 15059-2219

Phone: (724) 643-8500 Ext: 1006

Contact Name: Karin M. Pilarski, M.Ed.

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Western Beaver County SD	Beaver Valley IU 27	Robert Postupac	3	925	146

District Special Education Contact:

Name	Title	Phone	Fax	Email
Eric Palmer	School Psychologist	724-643-4910	724-643-5568	epalmer@westernbeaver.org

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Robert Postupac	Superintendent	Administrator	Rob Postupac
Karin Pilarski	Supervisor of Curriculum, Instruction, & Special Programs	Administrator	Rob Postupac
Gabe Engel	Elementary Principal	Administrator	Rob Postupac
Steve Wellendorf	Jr./Sr. High School Principal	Administrator	Rob Postupac
Barry Borza	Assistant Jr./Sr. High School Principal	Administrator	Rob Postupac
Amy Sosack	Special Education Teacher	Special Education Representative	Eric Palmer
Kelly Fortner	Jr./Sr. High School Guidance Counselor	Ed Specialist - School Counselor	Rob Postupac
Dr. Chet Kent	Tri-State Representative	Other	Rob Postupac
Eric Palmer	School Psychologist	Ed Specialist - School Psychologist	Rob Postupac
Hubert Kovalesky	Resident	Board Member	Rob Postupac
Michael Vujaklya	Resident	Board Member	Rob Postupac
Frank Mosura, Jr.	Resident	Board Member	Rob Postupac
Ilene McLean	Resident	Board Member	Rob Postupac
John Metzler	Resident	Board Member	Rob Postupac
John Nadzam	Resident	Board Member	Rob Postupac
Martin Gimbus	Resident	Board Member	Rob Postupac
Patrick McGeehan	Resident	Board Member	Rob Postupac
Paula Kadilak	Resident	Board Member	Rob Postupac

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

Current Program Strengths and Highlights

The strength of our program begins with the commitment of the administrators, teachers, and support staff to provide an appropriate education to all students.

The administration is supportive of efforts to improve the learning of all students, and is supportive of special education services.

At the Elementary level, Western Beaver County School District has committed to moving toward a Response to Intervention (RTI) model. A team of teachers, administrators, and support staff has been identified as the "RTI team," and with the assistance of the Beaver Valley Intermediate Unit (BVIU) they will be introducing the concept to and training all of the elementary teachers and support staff, and will be guiding the implementation of the RTI model.

At the elementary level, the Western Beaver County School District continues to utilize the Instructional Support Concept in the pre-referral process. The IST Process provides measurable and objective data when referring students for a Multi-Disciplinary Evaluation (MDE). Beginning with the 2008-2009 school year the elementary level will be in-serviced on the Response To Intervention Model. This RTI model will serve to replace the IST Process in an effort to better meet student needs.

The School District encourages the staff to attend trainings to meet the diverse needs of our students. Since our last plan, the School District has sent teams of teachers to the Governor's Reading Institute, and trainings about: School-Wide Behavior Support, RTI, Progress Monitoring in Reading and Math, and Autism.

The Western Beaver County School District provides classroom aides and individual aides to meet students' needs in the least restrictive environment. All para-educators complete training (six levels) through the Beaver Valley Intermediate Unit.

Western Beaver Junior/Senior High School provides a Transition Program that continues to be a strength of the special education department. The Transition Program continues to prevent students from dropping out of school. Our special education staff, working with the Beaver Valley Intermediate Unit, develops Transition Plans to meet the needs of the students in order to have students continue their education and graduate. The Office of Vocational Rehabilitation (OVR) is brought in to meet with students with special needs during their senior year. These students are able to open a case for services that can begin shortly after graduation.

All students participate in district and statewide assessments. During the IEP Meeting, accommodations and adaptations, or the option to take an alternate assessment are discussed so that each student will have an equal opportunity to perform to the best of his/her ability.

The Western Beaver County School District uses universal screening procedures. In Kindergarten through Sixth Grade the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are utilized. DIBELS is used as one component to assess students' progress in reading. All students are administered the DIBELS Assessment three times per year. The 4Sight Assessment is administered to all students in grades three through eleven to assess progress in reading and math. 4Sight Assessments are conducted four times per year. These formative assessments are used as baseline indicators for all students in the district.

Progress monitoring in reading and math is conducted on a weekly to bi-weekly basis, depending on the measure used, for students in special education who have goals in reading or math.

The Special Education Department works together as a team to meet the needs of all students in the district. The staff members provide supports and services to the regular education teachers.

Each year the Special Education Department conducts parent trainings for all parents of students with special needs. At the trainings, many different topics are discussed to inform parents of their rights. The trainings are typically conducted at IEP meetings, where topics relevant to the individual student are discussed.

Inclusion is emphasized in all classes at the elementary level. At the high school level inclusion takes place in all academic disciplines as well as all elective courses. At the elementary level aides accompany the students to their classes so that their needs will be met. At the high school level, aides and learning support teachers attend where support is needed. Modifications are made based on individual needs as far as test and assignment modifications, student seating during class, note taking, and the reading of information to the students.

Co-teaching models are implemented in reading, language arts, and math classes in grades one through four. In the co-teaching model, learning support teachers share responsibility for lesson planning, instruction, assessment, and grading. The regular and special education teachers work together to implement Individual Education Plans and make accommodations. All forms of the inclusion model are used (for example, two teachers give direct instruction at the same time or the class breaks into small groups).

Identifying Students with Learning Disabilities

Currently, the Western Beaver County School District's method for identifying students with specific learning disabilities is as follows:

Universal screening procedures and local and state assessment results are utilized to identify students who are not meeting grade level expectations and benchmarks. Students in need of additional support; as evidenced by lower than expected classroom performance, grades, behavior, or other concerns, are identified by their classroom teachers. Vision and hearing are routinely screened, as well.

Students are referred to the pre-referral intervention process. Classroom and small group interventions and modifications are attempted with the assistance of the IST teacher. Interventions include small group practice of reading fluency; use of various strategies to improve reading fluency (for example: paired readings, timed readings, readers theater, repeated readings, echo readings, choral readings, and listening to stories on tape), decoding (e.g., breaking words into syllables or phonemes, Elkonin boxes, looking for words within words), reading comprehension (e.g., systematic vocabulary instruction, graphic organizers, story maps, story webs, picture walks, and guided reading, and summarizing the story orally or in writing), spelling (for example, color coding spelling patterns), writing (e.g., having students write in a journal), and math (for instance, extra practice with counting or basic math skills); teaching and encouraging parents to engage in reading or other academic activities at home; reduction of the amount of homework; extra preparation for tests; adapted worksheets or tests; testing modifications (such as having math problems read aloud, giving reduced number of problems, or giving extra time); assistance with organization; environmental modifications (for example, giving the student preferential seating away from noise or distractions).

Student's progress in the curriculum and on progress monitoring measures is reviewed at IST meetings. Depending on whether a student is making progress or not, he/she may be referred for a multidisciplinary evaluation (MDE).

At this time, Western Beaver County School District continues to utilize the discrepancy model to determine whether or not a student has a learning disability and is in need of special education. Once parental permission is obtained, the school psychologist administers a measure of intellectual ability; and the school psychologist and/or other MDE team members administer curriculum based assessments and/or academic achievement tests. Depending on the data collected, record review, and/or initial testing results, the student may also be administered other assessments such as: speech and language screening/assessment, tests of visual-motor integration, behavior rating scales, measures of cognitive ability/processing, or further assessment of academic skills, as needed. The school psychologist will review the student's educational records including medical records, progress in the general education curriculum, grades, results of universal screening and/or local/state assessments. An MDE team member (other than the classroom teacher) will observe the student in the classroom setting or provide an adequate observation from the IST process. Input from parents and teachers will be gathered and reviewed. Any other data deemed necessary (such as independent evaluations or medical evaluations that the parent has) will be requested and if received, reviewed as part of the assessment. The school psychologist will integrate the information into an evaluation report and the MDT will determine whether or not the student has a specific learning disability and is eligible for special education.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Not significantly disproportionate.

Exiting Statistics

Graduation rate and dropout rate have been met.

24 P.S., §1306 and §1306.2 Placements Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Not Applicable	Not Applicable	0

Incarcerated Students Oversight

The Western Beaver County School District does not currently have any correctional facilities located within its borders. However, if a facility were to be located within the borders, the district would, through Child Find activities, provide an eligible child access to a free appropriate public education.

Facilities for Incarcerated Students

There is currently no data saved for this section.

Least Restrictive Environment 34 CFR §300.551 Ensuring Maximum Integration

Western Beaver County School District strives to keep students in the least restrictive environment that meets their needs. The least restrictive environment (LRE) for a student depends upon the IEP team's determination of what is appropriate for that student. Service and placement consideration always begins with the option of service delivery in the regular education classroom at the neighborhood school the child would attend if non-exceptional. Supplementary services and aides are available to meet the needs of most students in the regular classroom. Nevertheless, the needs of some students cannot be met in the regular education environment; thus, a comprehensive array of programs and services are available within the district, through the intermediate unit (BVIU #27), in programs operated by neighboring school districts, and at public or approved-private placements. The decision for placement is made at the IEP meeting with the participation of the parent(s). The student's academic, emotional, and/or behavioral needs are discussed and determined. The services available in the regular education setting are discussed and the team evaluates whether or not these services are sufficient to meet the student's needs. If the team determines that the student's needs are not best met in the regular classroom, the full range of placement options are discussed and the team determines the least restrictive appropriate environment. Placement decisions will be made solely upon the educational needs of the individual student. If a student is not placed in the regular classroom, the IEP team will consider opportunities for that student to participate in inclusive settings or programs as appropriate.

Western Beaver County School District (WBCSD) has taken the following steps to expand the continuum of supports and services and educational placement options available within the district to support students with disabilities access to the general education curriculum in the LRE.

- WBCSD has begun the RTI process by identifying an RTI team. The district will begin training all elementary teachers and support staff about the RTI model during the 2008-2009 school year, and continue to train elementary teachers in staff over the course of this plan.
- WBCSD utilizes the services of the BVIU technical and support (TAC) team for training and assistance with providing supplementary services.
- A co-teaching model is used for core academic subjects in grades one through four.
- Para-professionals are used at each grade level to support inclusion of students with disabilities who would otherwise not be able to participate in the regular classroom setting.
- Training about inclusion and differentiated instruction will occur during the next three years.
- Support staff (reading and math coaches) are available to provide additional support to students.
- Grade level and departmental meetings are conducted to support the needs of individual students.
- WBCSD uses data to make educational decisions.
- When students are in a learning support or life-skills support classroom for an academic subject, they are included in the regular education classroom and programs as much is appropriate for their needs.
- WBCSD provides a flexible transition program to meet the individual needs of students

Supplementary Aids and Services

Service/Resource	Description
<ul style="list-style-type: none"> • Classroom wide behavior systems • Positive behavioral techniques • Interventions, specially designed instruction, or goals targeting behavior • Functional Behavior Assessments and Behavioral Intervention Plan when necessary • Counselor facilitated groups (e.g., social skills) • Posting of, and frequent reminding of, rules and expectations 	<p>Social and behavioral supports available for students in the regular education setting.</p>
<ul style="list-style-type: none"> • Preferential seating • Adaptive equipment • Arrangement of desks/tables 	<p>Available adaptations to the classroom environment for students with disabilities included in the regular education setting.</p>
<ul style="list-style-type: none"> • Scheduled time for co-planning and team meetings • Specialized support and instruction within the regular education classroom (for example, co-teaching and Para-Educators) • Professional development related to inclusive practices and working with students with disabilities • In-service training by IU staff for teachers and support staff in the use of assistive technology for individual students (for example, FM systems) • Scheduled opportunities for parental collaboration • Transition process and meetings with outside agencies (e.g., Beaver County Rehabilitation Center, OVR, MH/MR) 	<p>Provides collaborative support for staff, professional development, and support among staff in order to provide services in the inclusive setting.</p>
<ul style="list-style-type: none"> • Use of small grouping within the classroom • Use of cooperative learning • Use of the co-teaching model • Use of the push-in model where learning support teachers are present in core academic subjects, up through the high school level • Provision of modifications and adaptations to the curricular materials and assessment materials • Provision of modifications and accommodations on assessments; modifications of classroom test format, modifications of presentation and response format • Provision of alternate materials and/or assistive technology (e.g., text on CD, transcribing text into Braille, computer reading of text — Kurzweil program) • Provision of instruction on functional skills within the context of the regular education classroom • Alternate methods of presentation and instructional techniques 	<p>Instructional adaptations, aids, and services available at Western Beaver County School District.</p>
<p>Assistance from paraprofessionals</p>	<p>Available for learning or behavioral needs for individual students, groups, or whole classrooms depending on students' needs.</p>

LRE Data Analysis

Personnel Development Activities

Topic: Educating students in the Least Restrictive Environments

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 School Year	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We will decrease the percentage of students attending other settings by at least 1% from the current 7% each year for the 08-09, 09-10, 10-11 school years.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Hopewell Area School District	Neighboring School Districts	Full-time Autistic Support	1
Glade Run/St. Stevens Lutheran Academy	Special Education Centers	Full-time Emotional Support	3
Holy Family Institute	Special Education Centers	Full-time Emotional Support	1
Holy Family Institute	Special Education Centers	Full-time Learning Support	1
New Horizon School	Special Education Centers	Full-time Multiple Disabilities Support	2
New Horizon School	Special Education Centers	Full-time Life Skills Support	4
New Horizon School	Special Education Centers	Full-time Learning Support	1
ACLD/Katherine Tillotson	Approved Private Schools	Full-time Learning Support	1

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
2008-2009 School Year	PATTAN Staff, IU Staff	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	While the in-service activities are planned for the 2008-2009 school year, projected improvements could not be ascertained until the 2009-2010 school year when the PSSA results are released. The district plans on incorporating an Rtl model as well as inclusion in-service throughout the district to infuse more special needs students into the regular education classrooms with appropriate supports. The district is exploring their out-of-district placement numbers and ways to provide support to those students in the home district.

Topic: Participation

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 school year	PATTAN Staff, IU Staff	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Workshops with Joint Planning Periods, Conferences	With training opportunities, The Western Beaver County SD will reach 93% for 08-09, 96% for 09-10, 100% for 10-11

Topic: Proficiency

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 School Year	PATTAN Staff, IU Staff	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	<p>With training opportunities, The Western Beaver County SD will reach 22% for 08-09, 26% for 09-10, 30% for 10-11 in the area of reading.</p> <p>With training opportunities, The Western Beaver County SD will reach 24% for 08-09, 28% for 09-10, 33% for 10-11 in the area of mathematics.</p> <p>While the in-service activities are planned for the 2008-2009 school year, projected improvements could not be ascertained until the 2009-2010 school year when the PSSA results are released. The district plans on incorporating</p>

an Rtl model as well as inclusion in-service throughout the district to infuse more special needs students into the regular education classrooms with appropriate supports. The district is exploring their out-of-district placement numbers and ways to provide support to those students in the home district.

Personnel Development - PA NCLB Goal #1

Reflections

- **Legacy Dataview 1812**

Strength Last Modified:

The district elementary population has met AYP the past 4 testing cycles. The junior/senior high school did not meet AYP in 2005-2006 school year. In-service activities provided through the BVIU, PaTTAN, and district administrators, throughout the 2006-2007 school year, were focused on state standards, assessment anchors and eligible content. The Junior/Senior High School did meet AYP in the 2006-2007 school year!

Strength Last Modified:

Through district initiatives, including in-service in Rtl, inclusion, and best practices, the district was able to make AYP in all subgroups.

- **Legacy Dataview 1813**

Strength Last Modified:

Overall, the district exceeds AYP thresholds in the area of mathematics. While identified as a strength, challenges do remain in the assessment of the district's eleventh grade students. The district has put into place, in-service activities to identify the reasons why the eleventh grade class continues to underachieve their potential they showed in earlier testing cycles.

Concern Last Modified:

PSSA math assessment continues to be a challenge in our district. As indicated in our strategic plan, we will continue to provide intensive professional development to the special education teachers, regular education teacher participating in inclusionary settings, and all support staff.

Strength Last Modified:

Overall, the district exceeds AYP thresholds in the area of reading. While identified as a strength, challenges do remain in the assessment of the district's eleventh grade students. The district has put into place, in-service activities to identify the reasons why the eleventh grade class continues to underachieve their potential they showed in earlier testing cycles.

Concern Last Modified:

PSSA reading assessment continues to be a challenge in our district. As indicated in our strategic plan, we will continue to provide intensive professional development to the special education teachers, regular education teacher participating in inclusionary settings, and all support staff.

- **Legacy Dataview 1814**

Strength Last Modified:

The colorful data illustrates that students in the Western Beaver County School District are performing quite well on the PSSA writing assessment regardless of IEP status, socio-economic status, or gender. While writing is not part of AYP, the district does publicize through newsletters, website, and other media, its success in the writing process. The district continues to examine its successes in writing in an effort to duplicate those successes in math and reading.

Personnel Development - PA NCLB Goal #1

Personnel Development Activities

Topic: Reading

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 School Year	PATTAN Staff, IU 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	With training opportunities, The Western Beaver County SD will increase proficiency rate by 4% in 08-09, 09-10, and 10-11, in the area of reading.

Topic: Math

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 School Year	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional,	On-site Training with Guided Practice,	With training opportunities, The

Instructional Staff,
Administrative Staff,
Related Service
Personnel

Workshops with Joint
Planning Periods,
Conferences, Distance
Learning

Western Beaver
County SD will
increase
proficiency rate by
5% in 08-09, 09-
10, and 10-11, in
the area of math.

Base Line Data

We based our projections on the baseline data shown above.

Personnel Development - PA NCLB Goal #3

Reflections

There are currently no reflections selected for this section.

Personnel Development - PA NCLB Goal #3

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
2008-2009 School Year	IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	Students will increase proficiency by 4% for 08-09, 09-10, and 10-11 school years.

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
2008-2009 School Year	IU Staff	Paraprofessional	On-site Training with Guided Practice, Conferences	08-09 100% - Highly qualified paras to increase proficiency of

students by 4%,
09-10 - 100%
Highly qualified
paras to increase
proficiency of
students by 4%,
10-11 100%
Highly Qualified
paras to increase
proficiency of
students by 4%

All
paraprofessionals
complete 6 levels
of training to attain
highly qualified
status through the
BVIU. Para-
professionals
either work
individually, in
small groups, or
within the
classroom with
children with
autism. This
allows them
access to the
general education
curriculum. With
training
opportunities, The
Western Beaver
County SD will
increase
proficiency rate by
4% in each year of
our plan.

Base Line Data

We currently have 4 students diagnosed with autism enrolled in our district.

We currently employ 12 para-professionals in our district with all 12 of them being considered to be highly qualified.

Personnel Development - PA NCLB Goal #5

Reflections

There are currently no reflections selected for this section.

Personnel Development - PA NCLB Goal #5

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
2008-2009 School Year	PATTAN Staff, IU Staff	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	<p>With training activities and the addition of the transition coordinator, the Western Beaver County School District will increase its graduation rate for students with disabilities to 100% for the 08-09, 09-10, and 10-11 school years.</p> <p>The BVIU monitors our program and its components. We have identified a transition coordinator in our district that works closely with the special education staff, as well as regular education teachers, to provide resources and strategies to meet the needs of the district's special education population.</p>

Base Line Data

Our district's graduation rate for students with disabilities was 93% for the 2007-2008 school year. Six out of the twelve 2006-2007 graduates from whom we received surveys, were employed upon graduation. Two students are currently enrolled at the Community College of Beaver County and two students are stay-at-home mothers. One student was employed, but recently lost his job and is currently seeking new employment. The last student joined the military upon graduation.

Behavior Support Services

Reflections

There are currently no reflections selected for this section.

Personnel Development Activities

Topic: Positive Behavioral Supports

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 School Year	PATTAN Staff, IU 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	<p>We arrived at our baseline data using information from our Safe Schools Report for the 2007-2008 school year. There were 19 reported cases of fighting, drugs, and/or weapon violations during the 2007-2008 school year.</p> <p>Also, there were 37 days on which students with disabilities served either in-school or out-of-school suspensions during the 2007-2008 school year.</p> <p>We will reduce the number of cases regarding fighting, drugs, and/or weapon violations by 5% each of the three years of our</p>

plan.

We will reduce the number of days on which students with disabilities serve in-school and/or out-of-school suspensions by 5% each of the three years of our plan.

Topic: De-escalation Techniques

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 School Year	PATTAN Staff, IU Staff, Higher Education Staff,	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning,	We had 0 restraints in the 07-08 school year. We will maintain the 0% restraints for 08-09, 0% restraints for the 09-10 school year, and 0% restraints for the 10-11 school year.

Summarized School District Policy

At Western Beaver, students are respected as individuals. A climate of mutual respect, positive attitudes, and success is encouraged. How to be a good citizen ("Citizenship Code"), behavioral expectations, school rules, attendance policy, safety policy, dress code, and disciplinary policy are laid out for all students and parents to review prior to the school year in both the Elementary and Junior/Senior High School handbooks. Classroom rules are given to students and posted in each classroom.

At the elementary level, each classroom teacher employs positive, class-wide behavior management systems including clear behavioral expectations, classroom rules that are posted and reviewed regularly with students, a climate of treating others with respect, verbal praise and positive attention from the teacher/other adults for appropriate behavior, and classroom systems for earning reinforcement/privileges. The handbook is given to each student/parent at the beginning of the year and parents are responsible for reading the handbook and explaining the information to the student. Should students violate behavioral expectations, they are subject to disciplinary procedures outlined in the handbook (discipline is organized by three levels for repeated behavior or type of behavioral infraction and may include: verbal warning, documented warning, loss of privileges, parent notification, office referral, detention, restitution, confiscation of inappropriate items, parent conference, and suspension).

At the high school level, teachers provide clear expectations and rules for their classrooms. Code of conduct, school rules, and the disciplinary policy are described in detail in the Western Beaver Junior-Senior High School Student-Parent Handbook. Each student is responsible for reading and knowing the handbook and behavioral expectations and disciplinary policy therein. Students who violate the code of conduct are subject to disciplinary procedures (such as warnings, parent notification, office referral, detention, time-out-center, or suspension).

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

1. If the school district is having difficulty ensuring FAPE for an individual student or particular disability category...
 - Convene or reconvene the IEP team
 - Review the Oberti Test (what supports and services have been provided to the child and were they appropriate to meet the child's unique needs? Have we provided the opportunity for this child to participate with typical peers to the maximum extent possible?)
 - Identify the existing services and supports available within the school district and community
 - Mobilize these assets to develop a plan of support
 - Monitor the child's progress
 - Provide necessary support for school personnel

Local Continuum of Supports and Services

Western Beaver County School District strives to include students with disabilities in the regular education classroom. When this is not possible, a number of service options are available. Small group pull out support is available at the elementary and secondary levels and learning support classrooms and a life-skills classroom are available at the secondary level. Western Beaver County School District utilizes the local intermediate unit (BVIU #27) consultation and training services, as well as IU, public, and private educational programs such as, but not limited to, Glade Run, Signore Center, Holy Family, New Horizons, ACLD/Katherine Tillotson School, and the Beaver County Rehabilitation Center (BCRC) in order to provide a continuum of special education supports, services, and educational placements that will address student needs. Teachers will be exposed to on-going professional development so that they are able to provide FAPE for students with disabilities.

Further steps to follow include:

- Contact the Intermediate Unit Interagency Coordinator who will coordinate a meeting including all the necessary school personnel, representatives of key agencies, and organizations and parents
- Discuss possible alternatives to current placement

Expansion of Continuum of Supports and Services

Within the Western Beaver County School District, students are instructed in the regular education classroom as much as is possible. Paraprofessionals and other supplementary aides and services are utilized. Training and Consultation support from the BVIU is frequently sought out for whole school training, departmental training, or training individual education plan teams on how to provide services to a particular student or type of disability. The TAC team is consulted for a wide range of reasons including transition programming, behavior support planning, and how to work with students with a diverse range of needs. Western Beaver teachers are encouraged to pursue professional development through trainings at the IU, PATTAN, and other sources. When other agencies, such as OVR, the MH/MR Base Service Unit, BVIU, or local education advocates are involved, Western Beaver strives to use the interagency model. Necessary agencies are included when applicable during the MDE and IEP process.

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	Fairview Elementary School	E	GE	I	LS	7	9	10	1.0
-	SD	Fairview Elementary School	E	GE	S	LS	8	10	15	1.0
-	SD	Snyder Elementary School	E	GE	I	LS	10	13	20	1.0
-	SD	Western Beaver Junior/Senior High School	JS	GE	S	LS	12	15	16	1.0
-	SD	Western Beaver Junior/Senior High School	JS	GE	I	LS	16	17	3	1.0

-	SD	Western Beaver Junior/Senior High School	JS	GE	S	LSS	15	18	11	1.0
-	SD	Western Beaver Junior/Senior High School	JS	GE	S	LS	15	17	9	1.0
-	SD	Western Beaver Junior/Senior High School	JS	GE	S	LS	16	19	11	.75
-	SD	Western Beaver Junior/Senior High School	JS	GE	S	LS	15	19	13	1.0
-	IU	Western Beaver Junior/Senior High School	JS	GE	S	BVIS	17	17	1	.10
-	IU	Fairview Elementary School	E	GE	I	SLS	6	9	16	.40
-	IU	Snyder Elementary School	E	GE	I	SLS	11	13	5	.15
-	IU	Western Beaver Junior/Senior High School	JS	GE	I	SLS	13	18	7	.20
-	IU	Western Beaver Junior/Senior High School	JS	GE	I	DHIS	13	14	2	.03

Justification: Our Junior/Senior High School is comprised of students in grades 7th through 12th grade and the Speech and Language Therapist services all grade levels.

Support Staff (District)

School District: Western Beaver County SD

ID	OPR	Title	Location	FTE
-	SD	School Psychologist	All Buildings	1.00
-	SD	Transition Coordinator	Western Beaver Junior/Senior High School	0.75
-	SD	Special Education Secretary	Snyder Elementary	0.35
-	SD	Para-Professional	Fairview Elementary	1.00
-	SD	Para-Professional	Fairview Elementary	1.00
-	SD	Para-Professional	Fairview Elementary	1.00
-	SD	Para-Professional	Fairview Elementary	1.00
-	SD	Para-Professional	Fairview Elementary	1.00
-	SD	Para-Professional	Fairview Elementary	1.00
-	SD	Para-Professional	Snyder Elementary	1.00
-	SD	Para-Professional	Snyder Elementary	1.00
-	SD	Para-Professional	Western Beaver Junior/Senior High School	1.00
-	SD	Para-Professional	Western Beaver Junior/Senior High School	1.00

-	SD	Para-Professional	Western Beaver Junior/Senior High School	1.00
-	SD	Para-Professional	Western Beaver Junior/Senior High School	1.00
-	SD	Instructional Support Teacher	Fairview Elementary	1.00

Contracted Support Services

ID IU / Agency	Title / Service	Amount of Time per Week
- Associated Occupational Therapists, Inc.	Occupational Therapy	1 Hours
- Independent Contractor	Orientation & Mobility Services	2 Hours

Assurance for the Operation of Special Education Services and Programs

School Years: 2011 - 2014

The Western Beaver County SD within Beaver Valley IU 27 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.

Board President

Date

Superintendent

Date

Pennsylvania Department of Education



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

Student Services Report **(Last approved Tuesday, January 27, 2009)**

Entity: Western Beaver County SD
Address: 343 Ridgemont Dr
Midland, PA 15059-2219
Phone: (724) 643-8500 Ext: 1006
Contact Name: Karin M. Pilarski, M.Ed.

Educational Community

The Western Beaver County School District was established in 1963 and receives students from the Boroughs of Ohioville, Industry, Midland and Glasgow. These boroughs are in a rural locality covering 34.5 square miles. Approximately 900 students are enrolled in our schools. There are three school buildings in our district all designated as single floor structures. The buildings include Fairview Elementary housing grades PreK - 4, Ray W. Snyder housing grades 5 - 6, and Western Beaver Junior/Senior High School housing grades 7 - 12. In addition to having 71 full time faculty members, our staff is comprised of a librarian, a library aide, two reading specialists, a gifted coordinator and gifted support teacher, 15 teachers' aides, and a technology coordinator. The average teacher to student ratio is 1:16.

Our PreK - 12 curriculum includes remedial interventions, transition, service learning, independent study options, advanced placement classes, inquiry based learning, inclusion based programs for both learning disabled and accelerated students, on-line learning, dual enrollment (college credit options), and strong core academic fundamentals.

The community is actively involved in our schools through a variety of programs. School based programs including PTO, Booster organizations, and a Community Task Force work cooperatively with the district to provide an educational program that includes a strong academic component as well as an equally strong community service learning component.

Mission

The Western Beaver County School District is committed to developing all students to their fullest potential creating responsible, self-sustaining citizens that are life-long learners.

Vision

The Western Beaver County School District will serve as the keystone in developing service oriented citizens that take pride in a diverse community where rigor, high academic standards, and progressive learning experiences are valued.

Shared Values

1. We believe that all children can be academically successful.
2. We believe in establishing a firm educational foundation for the students and our school district.
3. We believe in promoting student-centered schools where learning may take place in a safe environment.
4. We believe in supporting our staff's continued professional development in their respective fields.
5. We believe in the collaborative efforts between the school district and the community.

Strategic Planning Process

The Western Beaver County School District contracted services with Tri-State University of Pittsburgh to create our strategic plan. Through Tri-State we utilized the expertise of Dr. Chet Kent. The plan was developed using a variety of data and information obtained and analyzed by subcommittees established through the strategic planning steering committee. The subcommittees then presented their individual parts to the entire strategic planning steering committee. In addition, other teams were established to work on the professional education plan the special education team and the technical team. The subcommittees established include:

1. Strategic planning steering committee - works collaboratively to write the strategic plan also divided into separate subcommittees.
2. Strategic planning administrative committee - approves each plan prior to seeking board approval.
3. Strategic planning professional development committee - works collaboratively to write the professional development plan.
4. Strategic planning special education committee - works collaboratively to write the special education plan.
5. Strategic planning technology committee - works collaboratively to write the technology plan.

Each plan was presented to the strategic planning administrative committee for approval. As suggestions were made by the administrative committee these comments were discussed by the subcommittees and revisions were made as necessary. The teams met on a regular basis beginning in October 2007.

Each committee was charged with the following responsibilities:

1. Review current trends in educational research
2. Review past data (financial, achievement, past plans, strategic plan)
3. Conduct needs assessment (professional education needs assessment, staff perception survey, student perception survey, parent community perception survey, focus group discussions)
4. Prepare new plan proposal
5. Present to strategic planning administrative committee in May of 2008 and to the Western Beaver County School Board in June 2008

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Robert Postupac	Superintendent	Administrator	Rob Postupac
Karin Pilarski	Supervisor of Curriculum, Instruction, & Special Programs	Administrator	Rob Postupac
Gabe Engel	Elementary Principal	Administrator	Rob Postupac
Steve Wellendorf	Jr./Sr. High School Principal	Administrator	Rob Postupac
Barry Borza	Assistant Jr./Sr. High School Principal	Administrator	Rob Postupac
Angela Modany	Student	Other	Steve Wellendorf
Charlesa Leavelle	Student	Other	Steve Wellendorf

Dionde Gordon	Student	Other	Steve Wellendorf
Kelly Fortner	Jr./Sr. High School Guidance Counselor	Ed Specialist - School Counselor	Rob Postupac
Dr. Chet Kent	Tri-State Representative	Other	Rob Postupac
Eric Palmer	School Psychologist	Ed Specialist - School Psychologist	Rob Postupac
Hubert Kovalesky	Resident	Board Member	Rob Postupac
Ilene McLean	Resident	Board Member	Rob Postupac
John Metzler	Resident	Board Member	Rob Postupac
Michael Vujaklya	Resident	Board Member	Rob Postupac
Frank Mosura, Jr.	Resident	Board Member	Rob Postupac
John Nadzam	Resident	Board Member	Rob Postupac
Martin Gimbus	Resident	Board Member	Rob Postupac
Linda Fink	Resident	Community Representative	Rob Postupac
Patrick McGeehan	Resident	Board Member	Rob Postupac
Paula Kadilak	Resident	Board Member	Rob Postupac

Current Student Services

Service/Resource	Description
Full Day Kindergarten and Pre-Kindergarten Services	Provided to at-risk students
Student Assistance Program	Provides support to address barriers to learning in grades 7-12
Title I	Provides reading support for at-risk students K-4
Tutoring	Provides tutoring in math and reading to non-proficient students in grades 1-12

Needs Assessment

Reflections

Data analysis including both grade level and longitudinal data was performed on district PSSA results. By examining district PSSA results, along with enrollment figures, several reflections were developed. These reflections, both positive and negative, served to establish a "baseline" of information to further drive our instruction.

Action Plan

Goal: Developmental Services

Description: Continuous enhancement of programs and systems for a full range of transition supports.

Strategy: District or Building Orientation

Description: Information is provided to groups of students to ease the transition into new situations and places.

Activity: Fourth Grade to Fifth Grade

Description: Students who are going from Fourth Grade at Fairview Elementary School and transitioning to Fifth Grade at Snyder Elementary School participate in a "Move-Up Day".

Person Responsible Timeline for Implementation Resources

Robert Postupac	Start: 1/1/2009 Finish: Ongoing	-
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Activity: Kindergarten

Description: Information about kindergarten is published in the local newspaper. Registration is held in April at Fairview Elementary School. During this time, students are screened and registered for the upcoming school year. An orientation meeting is held in May to provide the parents and families with information regarding immunizations, transportation, curricula, schedules, and other various program components.

Person Responsible Timeline for Implementation Resources

Karin Pilarski	Start: 1/1/2009 Finish: Ongoing	-
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Activity: Middle School to High School

Description: Students participate in an orientation meeting

Person Responsible Timeline for Implementation Resources

Robert Postupac	Start: 1/1/2009 Finish: Ongoing	-
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Activity: Pre-Kindergarten

Description: Information about pre-kindergarten is published in the local newspaper, on the district's website, the Community Engagement Group, and other community agencies. An orientation meeting is held to discuss immunizations, transportation, curricula, schedules, and other various program components.

Person Responsible Timeline for Implementation Resources

Karin Pilarski	Start: 1/1/2009 Finish: Ongoing	-
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Activity: Sixth Grade to Middle School

Description: Students who are going from Sixth Grade at Snyder Elementary School and transitioning to Seventh Grade at this High School participate in a "Move-Up Day".

Person Responsible Timeline for Implementation Resources

Robert Postupac	Start: 1/1/2009	-
	Finish: Ongoing	

Strategy: Health Services

Description: Continuous enhancement of program and systems for responding to, and where feasible, preventing personal and school crisis.

Activity: Screenings

Description: The nursing department will conduct periodic appraisals to monitor normal development and to determine the absence of disease

Person Responsible Timeline for Implementation Resources

Robert Postupac	Start: 1/1/2009	-
	Finish: Ongoing	

Strategy: Psychological Services

Description: Continuous enhancement of regular classroom strategies to enable learning.

Activity: Elementary Level

Description: A system is in place to monitor student performance and progress and to develop a plan when a particular individual is experiencing frustration and academic failure.

Person Responsible Timeline for Implementation Resources

Robert Postupac	Start: 1/1/2009	-
	Finish: Ongoing	

Activity: High School Level

Description: A system is in place to monitor student performance and progress and to develop a plan when a particular individual is experiencing frustration and academic failure.

Person Responsible Timeline for Implementation Resources

Robert Postupac	Start: 1/1/2009	-
	Finish: Ongoing	

Activity: Middle Level

Description: A system is in place to monitor student performance and progress and to develop a plan when a particular individual is experiencing frustration and academic failure.

Person Responsible Timeline for Implementation Resources

Robert Postupac	Start: 1/1/2009	-
	Finish: Ongoing	

Narratives

Developmental Services

Pre-Kindergarten: Information about pre-kindergarten is published in the local newspaper, on the district's website, the Community Engagement Group, and other community agencies. An orientation meeting is held to discuss immunizations, transportation, curricula, schedules, and other various program components.

Kindergarten: Information about kindergarten is published in the local newspaper. Registration is held in April at Fairview Elementary School. During this time, students are screened and registered for the upcoming school year. An orientation meeting is held in May to provide the parents and families with information regarding immunizations, transportation, curricula, schedules, and other various program components.

Fourth Grade to Fifth Grade: Students who are going from Fourth Grade at Fairview Elementary School and transitioning to Fifth Grade at Snyder Elementary School participate in a "Move-Up Day".

Sixth Grade to Seventh Grade: Students who are going from Sixth Grade at Snyder Elementary School and transitioning to Seventh Grade at this High School participate in a "Move-Up Day".

Eighth Grade to Ninth Grade: Students participate in an orientation meeting.

Diagnostic, Intervention and Referral Services

Counseling Services:

(1). The counselor will provide individual/group counseling to alleviate social and emotional factors affecting educational progress, to address behavior management needs, and to enhance communication and cooperation skills.

(2). The counselor will participate in weekly Student Assistance Program meetings in an effort to be familiar with at-risk students. The counselor will collaborate with SAP team members to facilitate information exchange and develop effective intervention strategies such as referring to group or continued monitoring of students.

(3). The counselor will act as a liaison between parents/guardians and school through phone calls and meetings. The counselor will provide referral information to parents/guardians for community-based services like outpatient therapy or family therapy.

(4). The guidance department will provide information regarding students to placement agencies as requested. The counselors will notify teachers as needed to ensure continuity in the students' academic placements.

Psychological Services:

To include: Alternative Education, Chapter 15 - 504 Accommodations Plans, Dual Enrollment, ESL, Gifted Education, Homebound Instruction, RtI (Response to Intervention). Special Education, Student Assistance Program, Summer Programs, Title I

Health Services:

(1). Review the findings of the health screenings and appraisals.

(2). Assess mental and physical health needs and identify those students who require services.

(3). Notify parents/guardians of any abnormal findings.

(4). Refer to guidance, student assistance program, administration, or other appropriate school-based program.

(5). Refer to local medical/mental health facility or public health services.

Consultation and Coordination Services

Psychological Services:

- (1). Provide individual and group child-specific interventions to enhance student learning and increase teacher efficacy.
- (2). Coordinate/facilitate parent/teacher conferences to promote family-school connections.
- (3). Engage in ongoing research and education with regards to current and effective methods of instruction.
- (4). Maintain a working relationship with community agencies to learn about up-to-date social/emotional service programs.

Student Assistance Program

The student assistance program (SAP) ensures that students experiencing barriers to learning related to substance abuse and mental health problems are identified and linked to appropriate services in school and community. The SAP program has 9 essential components: Policy & Procedures, Communications, Referral Mechanisms, Parent Participation, Team Planning, Intervention and Recommendations, Follow-up and Support, Training, Outcome Indicators and Evaluation.

SAP Model:

Phase One involves referral.

Phase Two involves team planning.

Phase Three includes team interventions and recommendations.

Phase Four involves follow-up and support.

Referral

- Identify problem behaviors
- Referral to core team
- Initial fact-finding
- Parent contact and participation

Team Planning

- Information gathering
- Student conference
- Team planning
- Parent conference

Intervention and Recommendation

- Intervention — in-school or community resource
- Recommendation for services

Support and Follow-up

- Support services for students/identify problem behaviors
- Referral to core team
- Initial fact-finding
- Parent contact and participation

Communication

The district communicates with parents and community using a variety of methods.

Academic Communication:

- Website
- ClassRoll.com
- Quarterly progress reports
- Quarterly grade reports
- Quarterly progress monitoring reports for all Special needs students
- Homework Hotline

Attendance Communication:

- Global Connect - Internet based phone interface system
- Policies and procedures to assist students through both Guidance and SAP who are experiencing attendance difficulties
- Formal and informal attendance letters

General Communication:

- Website
- Global Connect
- School Calendar
- Student Handbook
- Parent Meetings - Special Education, Transition, Title I
- Newsletters
- Mailings (e-mail or postal)

Guidance Communication:

The Counseling Office provides a wide variety of services to students on a multitude of issues, including the following:

- Assist students in course selection;
 - Career counseling;
 - Academic counseling;
 - Distribution of information concerning the PSAT, SAT & ACT;
 - Assist in completion of the college selection process, college applications, visitation arrangements, letters of recommendation, college essays, general financial aid information, etc
- Every employee has a phone in their classroom and has access to a student database that provides contact, attendance, and academic information.

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

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

The Local Education Agency (LEA) assures the following:

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

Assurance for the Operation of Student Services and Programs

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

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

- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- Discrimination (in compliance with § 12.4)
- Corporal Punishment (in compliance with § 12.5)
- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
- Freedom of Expression (in compliance with § 12.9)
- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
- Hair and Dress (in compliance with § 12.11)
- Confidential Communications (in compliance with § 12.12)
- Searches (in compliance with § 12.14)
- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § § 780-101—780-144)
- The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

- The Student Services Report complies with § 12.41(b), § 12.41(c), and § 12.42 (consistent with the Early Intervention Services System Act (11 P.S. § § 875-101—875-503))
- Consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (in compliance with § 12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

Supporting Documents - Attachments

- ACT 48 District Roster Form
- Western Beaver Co. School District's Wellness Policy

Pennsylvania Department of Education



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

Teacher Induction Report **(Last approved Tuesday, September 30, 2008)**

Entity: Western Beaver County SD

Address: 343 Ridgemont Dr
Midland, PA 15059-2219

Phone: (724) 643-8500 Ext: 1006

Contact Name: Karin M. Pilarski, M.Ed.

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Robert Postupac	Superintendent	Administrator	Rob Postupac
Karin Pilarski	Supervisor of Curriculum, Instruction, & Special Programs	Administrator	Rob Postupac
Gabe Engel	Elementary Principal	Administrator	Rob Postupac
Steve Wellendorf	Jr./Sr. High School Principal	Administrator	Rob Postupac
Barry Borza	Assistant Jr./Sr. High School Principal	Administrator	Rob Postupac
Brandi Bable	Teacher	Elementary School Teacher	Gabe Engel
Cindy Metzler	Teacher	Secondary School Teacher	Steve Wellendorf
Dave Brandon	Teacher	Elementary School Teacher	Gabe Engel
Kelly Fortner	Jr./Sr. High School Guidance Counselor	Ed Specialist - School Counselor	Rob Postupac
Dr. Chet Kent	Tri-State Representative	Other	Rob Postupac
Eric Palmer	School Psychologist	Ed Specialist - School Psychologist	Rob Postupac
Gayle Marshall	Teacher	Secondary School Teacher	Steve Wellendorf
Hubert Kovalesky	Resident	Board Member	Rob Postupac
Michael Vujaklya	Resident	Board Member	Rob Postupac
Frank Mosura, Jr.	Resident	Board Member	Rob Postupac
Ilene McLean	Resident	Board Member	Rob Postupac
John Metzler	Resident	Board Member	Rob Postupac
John Nadzam	Resident	Board Member	Rob Postupac
Martin Gimbus	Resident	Board Member	Rob Postupac
Madge Nichols	Teacher	Special Education Representative	Steve Wellendorf
Mary Arzberger	Teacher	Elementary School Teacher	Gabe Engel
Molly Devore	Teacher	Elementary School Teacher	Gabe Engel
Patrick McGeehan	Resident	Board Member	Rob Postupac
Paula Kadilak	Resident	Board Member	Rob Postupac
Shawna Michael	Parent	Parent	Gabe Engel

Goals and Competencies

1. To design and implement a plan to address the common and emerging needs of new teachers at the district level as needed.
2. To provide a program to assist learning for the district support team members as needed.
3. To participate in a consortium program to pool resources and to address those concerns and needs shared in common.
4. To plan and implement an orientation program to meet the professional and personal needs of the new teacher.

Inductee Goals:

1. To design and implement a schedule to meet the district induction program and coordinate meeting with mentor teacher.
2. To provide a program analysis for the district support team and the mentor teacher.
3. To participate in individual and group reflections that address key ideas, questions, and personal growth through journal writings and other media.
4. To become part of the district induction program in subsequent years to build consistency.
5. To be an active participant in all induction activities.

The Inductee will communicate personal growth in four areas:

- a. Positive Expectations
- b. Classroom Management
- c. Instructional Strategies
- d. Professional Education/Development

The Inductee will complete an induction survey.

The Inductee will meet with future mentor and inductee teams to discuss the program and the intended goals and outcomes.

Assessment Processes

Results of teacher surveys are intended to build a database of district needs in four categories. Each item in the survey relates to an area of need mentor teachers must address with inductees. This needs assessment reveals the knowledge base required to meet the needs of the Western Beaver County School District.

The results of the teacher surveys will allow each mentor teacher to establish a starting point and points of discussion for mentor and inductee meetings.

The following survey will be conducted with all staff members:

Name:

Date:

Please Check One: _____ Elementary School

_____ Jr. / Sr. High School

_____ K — 8

_____ K — 12

As you respond to the items below, please think back to those beginning days of your career in order to help us identify the induction needs of beginning teachers. Please rate the following items on a scale of 1 to 5 by circling the most appropriate response for what you perceive to be the induction needs of a beginning teacher.

Response Scale

- 1 = Very Low Need
- 2 = Low Need
- 3 = Moderate Need
- 4 = High Need
- 5 = Very High Need

POSITIVE EXPECTATIONS

- Why positive expectations are important 1 2 3 4 5
- How to help all students succeed 1 2 3 4 5
- How to dress for success 1 2 3 4 5
- How to invite students to learn 1 2 3 4 5
- How to increase positive student behavior 1 2 3 4 5

CLASSROOM MANAGEMENT

- How to have a well managed classroom 1 2 3 4 5
- How to have your classroom ready 1 2 3 4 5
- How to introduce yourself to your class 1 2 3 4 5
- How to arrange and assign seating 1 2 3 4 5
- How to post your assignments 1 2 3 4 5
- When and how to take roll 1 2 3 4 5

How to maintain an effective grade book	1 2 3 4 5
How to have an effective discipline plan	1 2 3 4 5
How to have students follow classroom procedures	1 2 3 4 5
Lesson Mastery	1 2 3 4 5
How to increase student learning	1 2 3 4 5
How to get your students to do their assignments	1 2 3 4 5
How to get your students to pass their tests	1 2 3 4 5
How to get students to work cooperatively	1 2 3 4 5
Standards/Anchors	1 2 3 4 5

INSTRUCTIONAL STRATEGIES

Differentiated Instruction	1 2 3 4 5
Graphic Organizers	1 2 3 4 5
Learning Styles	1 2 3 4 5
Conferencing	1 2 3 4 5
Cooperative Learning	1 2 3 4 5
Coaching	1 2 3 4 5
Multiple Intelligences	1 2 3 4 5
Assessment	1 2 3 4 5
Teaching Thinking Skills	1 2 3 4 5
Questioning Techniques	1 2 3 4 5
Instructional Technology	1 2 3 4 5

PROFESSIONAL EDUCATION

Students Rights/Responsibilities	1 2 3 4 5
Teachers Rights/Responsibilities	1 2 3 4 5
General Basic School Law Issues/Cases	1 2 3 4 5

Inclusion	1	2	3	4	5
IDEA	1	2	3	4	5
The Code of Professional Practice and Conduct for Educators	1	2	3	4	5
NCLB	1	2	3	4	5
Gaskins	1	2	3	4	5
ESL	1	2	3	4	5

OTHER: BRIEFLY DESCRIBE

Mentor Selection

1. Mentor teachers are selected from experienced, certified teachers who are identified as successful, effective classroom teachers and who exhibit the following characteristics:

- a. project a professional image
- b. are generally positive in their approach to fulfilling the responsibilities of teaching
- c. are willing to share and lend support
- d. are in the same building, if possible, as the new teacher they are to support

2. Function of Mentors

- a. Act as a support and resource person for the new teacher
- b. Participate in mentor training and other in-service programs related to the induction process as appropriate
- c. Help new teachers to identify most immediate and pressing needs
- d. Serve as a sounding board for the new teacher
- e. Meet and interact with the new teacher on a regular basis

3. Mentor Teachers are selected as follows:

The building principal will meet with the Superintendent to identify a mentor teacher appropriate for the Inductee/Assignment.

Mentor Teams

1. Mentor Teams are comprised of core group members, including the building administrator, mentor, and inductee. Additional members may be added as resource members according to emerging needs of the inductee.

2. The function of mentor teams is to provide a supportive and professional growth environment for the inductee(s) in which individual members of the team can fulfill their described functions and can act in concert as appropriate to the needs of the district and inductee(s).

3. Inductee Responsibilities as a Team Member:

- a. Meet and interact with induction team members on a regular basis
- b. Communicate needs to respective induction team members
- c. Maintain a journal during each induction session of key ideas, ideas that they question or disagree with, and personal changes that they plan to make
- d. Maintain a notebook throughout the first and second year of induction that lists problems encountered, solutions, and classroom successes
- e. Participate in inductee seminars and activities

Glickman (1990) recommends that mentor teachers use three interpersonal approaches with beginning teachers: nondirective, collaborative and directive informational. In a nondirective approach, the mentor relies primarily on listening, clarifying, and reflecting behaviors. In a collaborative approach, the mentor does more presenting, problem solving, and negotiating. The mentor using the directive informational approach provides the teacher with considerable information and restricted choice.

Activities and Topics

Evidence of compliance with the regulation regarding the inclusion of a study of the Code of Professional Practice and Conduct for Educators (22 PA Code 235) will occur during the first consortium induction session.

The content of the plan was designed to address the needs identified via a variety of sources. This included a review of literature on problems of beginning teachers and adult learning, feedback from teachers in the program through session evaluations, from district and consortium induction councils, and from a comprehensive needs assessment designed to be administered at intervals to update the program. Further, the plan is designed with school district teachers attending from one to four sessions throughout the year. The District will select by August of each year the teachers' level of participation. Several options will be available. These options may include: a) Induction sessions held in August, b) Induction sessions held on regular school days throughout the year, and c) Induction sessions held on Saturdays/evenings throughout the school year. Teachers may attend sessions on any of the available days. Content included in the plan correlates to problems/needs identified in the literature and in feedback from teachers and administrators. A description of the content is as follows:

ACTIVITIES:

The following generally accepted best practices for student learning improvement would be modeled and reinforced throughout the induction sessions:

- List objectives for each lesson taught
- Engage students all the time — feeling/relating/processing
- Involve students jointly in problem solving
- Use discussion to help information processing
- Encourage participants to be teachers and learners
- Develop student project ideas that are high caliber, challenging, and extend the students' understanding and knowledge
- Facilitate the self-organization of students
- Be congruent in internal beliefs and external behaviors
- Encourage students to use Socratic questioning (What did I do? Why did I do it? What did I learn?)
- Strive for the adult goal of reflection without assistance
- Help students to see how subjects are related
- Review how and what is learned — encourage active processing and reflecting
- Offer many opportunities for students to show what they know — offer choices of activities and projects
- Use teaching methods that are complex, lifelike, and integrated
- Know how students think: their preconceptions and misconceptions
- Vary learning — make it meaningful, relevant, and challenging
- Provide lessons that engage the body and brain, offer novel opportunities for discovery and help students to see patterns
- Engage students' enthusiasm through their own enthusiasm, coaching, and modeling
- Make kids experts: Help them see larger patterns and think ahead, help them see the context, help them store information in locale memory, help them expand their natural knowledge
- Teach for genuine expertise and complex understanding
- Access prior knowledge
- Help students to focus, reorganize, see things from a different point of view, use personal analogies, and use journals

GOALS OF THE INDUCTION PROGRAM

1. Classroom management/Mastery/Professional Education

Strategies:

Classroom management:

- a. How to have a well managed classroom
- b. How to have your classroom ready
- c. How to introduce yourself to your class
- d. How to arrange and assign seating
- e. How to post your assignments
- f. How to maintain an effective grade book
- g. How to have an effective discipline plan

Lesson Mastery:

- a. How to increase student learning
- b. How to get your students to do assignments
- c. How to get your students to work cooperatively
- d. Standards/Anchors

Professional Education:

- a. How to insure students' rights/responsibilities
- b. How to insure teachers' rights/responsibilities
- c. Basic School Law issues/Cases
- d. Inclusion
- e. IDEA
- f. NCLB
- g. Gaskins
- h. ESL

2. Technology integration

This goal focuses on integrating technology into the classroom, and how technology can be used to differentiate instruction. Inductees will experience alternate learning opportunities offered to students through the Regional Choice Initiative (RCI) program. These offerings include on-line courses, Blended Schools, distance learning through the use of polycoms. Inductees will also be offered instruction in the MicroSoft products of Word, Excel, PowerPoint, and Photoshop.

3. District Orientation

- a. Policies and Procedures
- b. District Personnel
- c. Buildings and Facilities
- d. District Programs and Initiatives
- e. Strategic Plan

Evaluation and Monitoring

Act 48 credit is given for each induction session conducted by the district. Individual mentor and inductee meetings are not eligible for Act 48 credit. Act 48 credit is awarded following successful completion of the induction program demonstrated through participating, completing and evaluation and submitting all necessary documentation. Act 48 evaluations provide opportunities for the mentor and inductee to provide feedback to the district.

Participation and Completion

Attendance journals are required to be kept by the inductee and the mentor teacher. During May of each year, the inductee and mentor must submit to their building principal all necessary attendance journals. The building principal, along with other administrators, will conduct an exit session with all inductees to further evaluate the program's effectiveness. Documentation of completion of the Induction Program will be kept in the inductee's personnel file.