

2014-2015 Opening of School Update
Pupil Services Department: Glenn McGrath

Staffing:

The department hired 23 new certified staff and opened school, Pre-K-12 fully staffed. We are in the process of recruiting teaching assistants for new students who moved into the district. I am very pleased to report that Stacy Kellogg-Shove has joined the Pupil Services Leadership Team. Stacy's primary responsibilities will focus on clinical supervision and out of district placements.

Summer Program/Extended School Year Services:

The district provided an extended school year (ESY) for 250 students Pre-K through 12th grade including students in the WAAVE Post-secondary program. This six week program was highly successful and provided students the opportunity to maintain and expand their skills and learning. Mike Davis' and Susi Holt's administration of the Summer ESY Program was commendable.

State Department of Education:

The district again received the highest determination level of "Meets Requirements" on the District's Annual Performance Report (APR) for the 2012-2013 school year. The district submitted all required (CSDE) data collection reports to the State Department (i.e. Restraint/Seclusion, Evaluation Timelines, Due Process data) for the 2013-2014 school year during the summer term. The State Education Resource Center (SERC) has developed a Professional Development (PD) Series for school administrators to support the unification of general and special education policies, procedures and practices to improve the outcomes for all students. The district is planning on sending a cohort of general education administrators for this professional development training. The District is being recognized for its Post-Secondary Transition Programs at the State Department's Back to School Meeting in September.

Priorities and Initiatives:

The Pupil Services Department's Development and Performance Plan (DDPP) for the 2014-2015 school year will continue its focus and work on the following initiatives.

- The continued implementation of Positive Behavioral Intervention Supports (PBIS) as an integral part of the district's SRBI Tiered Intervention. The PBIS model is presently being implemented across six elementary schools and two middle schools. Five schools are in their third and final year of training. We plan to expand PBIS to Sedgwick and Bugbee in 2015-2016 school year.

Agenda Item:
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- The continued development of standard-based individualized educational plans (IEP's) to ensure the effective alignment with the Common Core State Standards and the new state-wide assessments.
- The continued development and implementation of Universal Design for Learning (UDL) as a framework for supporting and strengthening the differentiation of instruction and the access and accommodations to the curriculum utilizing Assistive Technologies. Dr. David Rose from Harvard and The Center for Applied Special Technology (CAST) will provide professional development for our teachers K-12 in mid-October.
- To provide professional development to support special and general education staff, Para-educators and parents in our collective work and practice to improve instruction and student learning. Training will focus on: Common Core Standards (CCSS), Universal Design for Learning (UDL), Assistive Technology, Standard-based IEP's, Parent Partnership, Para-Educator Trainings, and the new Student Educator Support Specialist (SESS) Evaluation Model for related services staff and school counselors.
- To conduct a Program Review of the District's School Psychology and Social Work services (Pre-K-12) and the Early Children's Education (ELC) Programs which will be presented to the Curriculum Professional Development Council (CPDC); and to implement the CPDC recommendations for Speech and Language therapy services. The department will also submit our self-study and application for NAYEC re-accreditation for our Early Childhood Programs at the Whiting Lane and Aiken Pre-schools.
- To continue to demonstrate compliance with the State Department's regulations and requirements and performance targets for the District's Annual Performance Report (APR).
- The Educational Planning Committee (EPC) will continue their work to examine and evaluate the training, allocation and evaluation of the district's Para-educators and Teaching-assistant resources.
- To continue to promote parent partnerships in collaboration with SEPTA to strengthen and support parent participation, training and communication between home and school through forums, training and school-based surveys.

School Counseling Department:

The School Counseling Department subscribes to a model of continuous improvement in order to enhance program standards, and align the delivery of counseling services in all schools grades 6-12 so that all students may achieve their full potential. The counseling program is developmental in nature, providing opportunities for self-exploration and inquiry in a systematic fashion through a combination of curriculum based lessons and individualized planning that occur in each grade. The Department priorities in 2014-15 will build upon work begun in the 2013-14 school year:

- Implementation of the 0.5 Middle School Administrator to provide better management, professional staff support/supervision and comprehensive program oversight
- Integrate 4 new counselors into the 6-12 WHPS school counseling program: 3 new counselors at Hall and 1 new counselor at KP
- Continue counseling curriculum development and alignment across the district. Format programs and lessons by scope and sequence in a grade 6-12 curriculum map across academic, personal/social, and college/career domains
- Continue work to align district practice with Section 504
- Develop Student Success Plans that capitalize on Google Sites to house individual Student Success Plans, making portability between schools easier. Naviance technology and new Career Cruising software will provide interest and career inventory platforms and storage.
- Continue use of vertical and collaborative inquiry teams to support professional and departmental development
- Implementation of the school counseling evaluation framework/rubric, developed during 2013-14 for evaluation of department personnel.
- Continue to develop expanded post-high school and financial planning programs for all students, but with specific emphasis on ELL and first generation students
- Increase use of school counseling websites, email, counselor blogs, Twitter, to communicate more effectively with students/families
- Create parent advisory group to increase program awareness and obtain feedback
- Counselors will continue to participate in both state and national professional associations to further cultivate a culture of life-long learning and competency directly linked to student success and development, and market WHPS students to institutions of higher learning