

# Special support in place for elementary students

IST (Instructional Support Team) is a process that allows educators with different expertise to work together to develop effective intervention strategies. Any elementary student who experiences consistent academic or behavioral problems may be a candidate for IST. Students are identified for IST services by the classroom teacher, other educators, or parents. It is a regular education program available to children in grades K thru 6 within the state of Pennsylvania.



Seated, from left, Mrs. Sharon Hartsborne, Mrs. Beverly Bunney, Ms. Ruth Tetschner, Standing, Mrs. Marsha Spear, Ms. Leanne Yurkakin, Mr. John Doerfler.

The Dallas Elementary School Instructional Support Team consists of Beverly Bunney, instructional support teacher; Ruth Tetschner, principal; Leanne Yurkakin, guidance counselor; Sharon Hartsborne, remedial reading teacher; Marsha Spear, first grade teacher, and John Doerfler, fifth grade teacher. These staff members are presently going through the training process provided by the Pennsylvania Department of Education.

The child's classroom teacher will also serve on the team. The school psychologist, speech pathologist, school nurse, parents, and representatives from community agencies may also serve on the team, depending on the needs of the students. The IST process involves three steps: 1.) Identifying a student's need for academic or behavioral support. 2.) determining the strategies needed to assist the student. 3.) implementing the intervention strategies as a continuum of services.

# Parent/teacher conferences

Twice each year, in November and April, parents of Dallas School District students have an opportunity to meet with their child's teacher to discuss student progress. These conferences are conducted because the administration and faculty realize the importance of communicating with parents. During a conference, observations of the student's behavior, development, and achievement are shared. This gives both parent and teacher better insight into the student's progress and future academic program.

This year the elementary conferences are scheduled for Monday, November 14, 1994, and Monday, April 10, 1995. Parents will receive written notification of a conference time from the children's teacher. The middle school conferences are scheduled for Monday, November 21, 1994, and Tuesday, April 11, 1995, from 3:00 p.m. to 8:00 p.m. The conferences will be scheduled by the students' teachers. Parents will receive a written notification. The senior high school conferences are scheduled for Monday, No-

By Samuel A. Barbosa, Principal, Westmoreland Elementary

# Options for difficult students

The Dallas School District has entered into a consortium with Luzerne Intermediate Unit #18 to provide an Alternative Education Program for students in grades 7-12 from schools within the geographic boundaries of the Unit. The program provides an alternative approach for students who display inappropriate behaviors and have a great deal of difficulty adjusting to the traditional academic school setting.

The instructional day will be similar to that of a school district, running from 8:30 a.m. to 3:00 p.m. The curriculum will include studies in core courses of English, social studies, science, mathematics, reading, and additional studies in social behavior adjustment, job skills training, and civics/responsibility education. Great emphasis will be placed on group activities, cooperative learning experiences, and projects. Work study may also be an available option for senior high students.

The program will be initially staffed with two teachers, two aides, and a treatment specialist. At the middle-level age group, students in grades seven, eight, and nine will be assigned to one teacher and an aide. At the senior-high level, students in grades ten, eleven, and twelve will also work with one teacher and one aide. The treatment specialists will work with all students providing direct, intense treatment that will focus on helping students learn to respond to their daily environment in a practical and productive manner.

Evaluation of the students will be ongoing by teacher, administration, and specialists. Parent conferences will be an integral part of this program. Students will have opportunities to return to the regular education program by making significant progress in attendance, behavior, and achievement.

By Anthony Martinelli, Middle School Principal

# Parent/Teacher conferences: Getting off on the right foot

Participating in a parent/teacher conference is one of the most important school activities in which a parent will be involved. A conference is a time of sharing which benefits the child, the parent, and the teacher. Preparing for the conference is essential for both teacher and parent. Here are some tips that will be useful at the next parent/teacher conference.

- Before the conference**
1. Decide what questions should be answered at the conference.
  2. Pinpoint specific questions rather than talking in general terms.
  3. Prior to the conference ask your child if there are any questions he/she would like answered.
- During the conference**
1. Be on time and conclude the conference on time. The teacher is on a set schedule.
  2. Relax. Teachers and parents are both striving for the same results.
  3. Take notes.
  4. Ask questions
  5. Enter the conference with an open mind.
  6. Be a good listener.
  7. Deal with facts, not rumors.

**After the conference**

1. Keep the lines of communication open so that progress can be charted.
2. Follow up on suggestions made at the conference.
3. Set up another conference when necessary.

Being prepared for a parent/teacher conference can make the conference a rewarding experience. Take the time to be prepared for your child's next conference.



Seated, from left, Mr. Ernest Ashbridge, school board member and president of IU #18 board, Standing, Mr. Kevin O'Connor, executive director, I.U. #18; Dr. Gilbert Griffiths, Assistant Superintendent; Mr. James Blandina, special education director, I.U. #18.

# Mark Kraynack tends to buildings, grounds

Who's that bearded man patting the Dallas School District grounds at sporting events and circling the buildings inside and outside to make sure everything is in "tip-top" shape? That masked man...er...bearded man, is the new Supervisor of Buildings and Grounds, Mark Kraynack. Mr. Kraynack joined the administrative staff in August, just in time for school opening and the fall slate of athletic activities.

Mr. Kraynack is no stranger to Dallas schools, since he attended Dallas until he decided to enter the technical field, graduating from West Side Area Vocational-Technical School. Prior to assuming the duties of Supervisor of Buildings and Grounds at Dallas, Mr. Kraynack was employed as a maintenance supervisor/plant engineer at a local industrial plant that has since relocated. He and his family now reside at Harveys Lake.

We welcome our new Supervisor of Buildings and Grounds and would like to introduce him to the Dallas School District community. By Charlotte Williams, Business Manager

# Strategic planning committee sets goals

Dallas School District is part of the second wave of school districts involved in developing a Strategic Plan. The District must implement the first phase of the Strategic Plan by September of 1995. A Strategic Planning Steering Committee was selected and is comprised of the following: Dr. Gilbert R. Griffiths, Mr. Frank P. Galloch, Mr. Bill Wagner, Mrs. Catherine Wega, Mrs. Raedene Olaszewski, Mrs. Marilyn Kluck, Mrs. Margaret Collett, Mrs. Margaret Banks, Dr. Richard Coslett, Mrs. Kathleen Savage, Mr. Steve Althoff, Mrs. Lynn Ahmad, Mrs. Stephanie Reisch and Mr. Harry O'Neil. This Committee met for

the first time in early September to review the process that will be used to accomplish the goals of Strategic Planning. Briefly, Strategic Planning is a management technique that the private sector, corporate America, has used for about ten (10) years. School districts have employed this planning technique for the last five (5) years. Approximately 800 of the 14,700 school districts in the United States have been involved in Strategic Planning. Strategic planning has been defined as both a discipline and process aimed at total concentration of the organization's resources on mutually predetermined, measurable outcomes. Its pur-

pose is to make decisions about the future before the future either forces the decisions or renders any decision irrelevant. The Strategic Planning Steering Committee has completed the Mission Statement which is as follows:

- To prepare all students for responsible citizenship in an expanding and rapidly changing world environment that will foster critical thinking, integrity and personal fulfillment.*
1. To provide a variety of experiences and choices for students that will encourage critical thinking and foster adaptability.
  2. To provide an environment in which all students can develop self-esteem, understanding, motivation and a healthy lifestyle.
  3. To provide an opportunity for students to become responsible for their actions.
  4. To provide a curriculum which describes the academic skills and range of competency for each grade level and subject area.

A series of Goal Statements were developed by the Strategic Planning Committee that will

guide the Action Plan Committees. The Goals Statements are as follows:

An area of discussion has been a series of Belief Statements for the Strategic Plan. Therefore, Strategic Planning Committee has asked that we survey the members of our community to help define and respond to these items for Strategic Planning. With your help, these Belief Statements can provide input for the development of the Strategic Plan. After reading the Belief Statements, check the appropriate box for each of the categories. When this is done, please send the completed copy to: Dallas School District, P.O. Box 20000, Dallas, PA 18612-0720.

Article by Dr. Gilbert R. Griffiths

## THE MAIN PURPOSE OF SCHOOL IS TO:

- provide adequately equipped facilities
- prepare students to be successful adults
- prepare all students to adapt to a continuously changing world
- meet the individual needs of each student
- provide a safe, nurturing environment for teaching and learning
- determine and measure the skills necessary to function as literate adults in a technological society
- provide the students with an academic education
- provide social and athletic activities through which the student may apply and enhance learned skills
- provide an education including the arts and humanities
- provide an education with a sense of responsibility in his relationships with others

## ALL EDUCATORS SHOULD:

- possess high expectations for learning while providing for individual differences
- teach all students to learn
- provide a classroom environment that stimulates all students
- strive to make the classroom exciting by relating teaching and learning to real-life situations
- provide all students with the necessary skills to function as contributing members of society
- strive to be examples of life-long learners and instill the desire for life-long learning in students
- should be actively involved in planning the curriculum and school management
- be willing to adapt to changing trends, techniques, strategies
- stay current in their field of expertise
- possess appropriate communication skills

## ALL STUDENTS ARE:

- capable of learning at different rates
- entitled to the best education possible in a safe and secure environment
- to be academically challenged
- benefited by small group instruction
- in need of a nurturing school and home environment
- in need of support from family, faculty, school and community in order to be successful
- a responsible partner in their own education
- expected to come to school prepared to learn

## QUESTIONNAIRE

Beliefs Survey - Strategic Planning Committee - Dallas School District, Dallas, PA  
Please check one (1) category for each statement.

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
provide adequately equipped facilities					
prepare students to be successful adults					
prepare all students to adapt to a continuously changing world					
meet the individual needs of each student					
provide a safe, nurturing environment for teaching and learning					
determine and measure the skills necessary to function as literate adults in a technological society					
provide the students with an academic education					
provide social and athletic activities through which the student may apply and enhance learned skills					
provide an education including the arts and humanities					
provide an education with a sense of responsibility in his relationships with others					
ALL EDUCATORS SHOULD:					
possess high expectations for learning while providing for individual differences					
teach all students to learn					
provide a classroom environment that stimulates all students					
strive to make the classroom exciting by relating teaching and learning to real-life situations					
provide all students with the necessary skills to function as contributing members of society					
strive to be examples of life-long learners and instill the desire for life-long learning in students					
should be actively involved in planning the curriculum and school management					
be willing to adapt to changing trends, techniques, strategies					
stay current in their field of expertise					
possess appropriate communication skills					
ALL STUDENTS ARE:					
capable of learning at different rates					
entitled to the best education possible in a safe and secure environment					
to be academically challenged					
benefited by small group instruction					
in need of a nurturing school and home environment					
in need of support from family, faculty, school and community in order to be successful					
a responsible partner in their own education					
expected to come to school prepared to learn					