

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

**Special Education Report**  
**Wednesday, May 16, 2012**  
**(Last Approved: Wednesday, July 28, 2010)**

**Entity:** New Kensington-Arnold SD  
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School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
New Kensington-Arnold SD	Westmoreland IU 7	Dr. George Batterson	6	2226	479

## School District Demographics

### District Special Education Contact:

Name	Title	Phone	Fax	Email
Shaun Sperl	Coordinator of Pupil Services, LEA	724-337-6416	724-337-5553	ssperl@nkasd.com

## Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Debra D'Amico	Fort Crawford Elementary School	Special Education Teacher	Coordinator of Pupil Services Shaun Sperl
Christine King	Director of Human Resources and Federal Programs, Homeless Liaison	Administrator	George Batterson, Superintendent
Shaun Sperl	NKASD - Director of Student Services	Administrator	NKASD

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

The Special Education Program in the New Kensington-Arnold School District addresses the challenges of meeting the educational, social, and emotional needs of students with disabilities. This encompasses an instructional program that is in compliance with the state's mandated curriculum, while maintaining high levels of success for all students. The New Kensington-Arnold School District is committed to ensuring the achievement

of all students through a continuum of Special Education services.

The New Kensington-Arnold School District follows specific screening procedures to identify academic, behavior, social, and/or emotional needs of students. When classroom challenges exist, students are referred to the appropriate team to determine areas of need as well as appropriate strategies and interventions to implement. This team consists of, but is not limited to, the general education teacher, the special education teacher, principal, school psychologist, Title 1 teachers, and guidance counselor. Classroom interventions are implemented, and appropriate data is collected to determine effectiveness of interventions. Students who continue to demonstrate difficulty despite these interventions are referred for psychoeducational testing with parent/guardian permission. If the student meets eligibility criteria, an Individualized Education Program is developed and implemented to meet the individual needs of the student.

Within the past year, the New Kensington-Arnold School District has implemented several additional special education classrooms, within the school district, to meet the diverse needs of the district population. A Coordinator of Pupil Services was hired to oversee the entire continuum of special education services. The district opened three Life Skills Support Programs, as well as one additional Emotional Support program, within the school district beginning in the current 2009-2010 school year. Each classroom includes the assistance of a paraprofessional. An Alternative Education program was implemented at the high school level to promote continued attendance of at-risk secondary students, and can include students with disabilities.

Significant improvements were made to create a smooth transition from early childhood to school age programs. The preschool program prepares students with developmentally appropriate skills. A structured screening process determines student readiness for Kindergarten. In addition, the district implemented Kindergarten summer school, which prepares students to successfully transition into Kindergarten. Transition activities are conducted throughout the school year with local pre-school programs and United Way to align curriculum for Kindergarten readiness. The pre-school programs collaborate with the school district to ensure a smooth process occurs and includes programs such as parent training classes, visitation to Kindergarten classrooms, and providing parents with strategies to work with the children.

Within the primary buildings, Learning Support and Life Skills Support services are provided. The Learning Support teacher instructs the following content areas, dependent upon itinerant or supplemental learning support: Reading, Language, Spelling, and Mathematics. All students with disabilities participate in Science, Social Studies, Handwriting,

specialty classes, breakfast, lunch, and recess in the general education setting. The elementary buildings have used the SRA Reading Mastery program for 5 years. Due to the success of the program, we have implemented the program in all elementary and middle school Learning Support classrooms. All buildings offer PSSA tutoring programs to all third grade students for PSSA preparation.

On the intermediate level, every student that receives Learning Support Services is fully included with necessary supports, services, and specially designed instruction for Science, Social Studies, English, Writing, Spelling, Art, Physical Education, Music, assemblies/programs, breakfast, lunch, and Homeroom. Emotional Support and Life Skills Support are currently included for Art, Physical Education, Music assemblies, programs, breakfast, and lunch.

On the middle school level, each student identified, whether learning and/or emotional support, receives a significant amount of services within the general education classroom. All students that receive emotional support are fully included in all academic courses as well as specialty classes. The emotional support teacher monitors these students within the classrooms. Learning Support services are provided to students for the subject areas of Mathematics and Reading instruction. Science and English are fully included as well as specialty classes. The Learning Support teacher co-teaches in math, English and science classes. All students have the opportunity for full inclusion, depending on the student's strengths. A reading tutoring class is available for all students, including students with disabilities, who benefit from added assistance in reading.

On the high school level, the inclusion model has been used for six years with co-teaching in the content areas of Mathematics, English, and Science. A daily IEP Plan period has been implemented for the Learning Support teachers to meet one-on-one with the individual students on their caseload. During this time, teachers and students have the opportunity to discuss any academic and/or behavioral needs, as well as transition goals. In addition to individual conferencing, students with disabilities are given the opportunity to attend PSSA preparation courses in Mathematics and Reading. Tutoring is available after school hours for all students. In preparation for transition, the district offers different programs and assessments for students. The Northern Westmoreland Career and Technical Center uses the SAGE assessment to determine student interests and abilities. Once a year representatives from the Office of Vocational Rehabilitation addresses the 11<sup>th</sup> and 12<sup>th</sup> grade students. The students and the parents are provided information on the existing services. In addition, job-shadowing opportunities are available within the school district.

Student progress within content classes is closely monitored and reported to parents/guardians quarterly. Special Education teachers consult general education teachers on a consistent basis to determine the appropriateness of classroom

accommodations and modifications. Adjustments can be made to the Individual Education Program and implemented within the general education classroom. Assessments used to monitor progress include reading fluency/comprehension probes, math probes, as well as writing prompts.

The New Kensington-Arnold School District believes in the importance of data-driven instruction. To implement this philosophy, several assessment tools are utilized. The 4-Sight is a district-wide mandated assessment given 4 times per year. This assessment mirrors PSSA content and is a valuable predictor of student achievement on the state mandated assessment. The results of the 4-Sight assessments assist teachers in the development of appropriate instruction based on student strengths and needs. Teachers use the computer-based data-driven model of student records, Ed Insight, to disaggregate data and drive their instruction. An additional assessment tool utilized on the primary level is the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This assessment predicts student achievement in the areas of reading fluency and reading comprehension.

The district has initiated a recent paradigm shift towards further integration of technology into the educational milieu. Towards that end, the district has initiated the use of a significant increase in technology on all levels. Every student within the district has access to laptop computers to assist with academic requirements. Most classrooms are equipped with interactive Polyvision Boards that provide visual and auditory enhancement of instruction. The primary buildings have iPod Touches that are programmed to augment the curriculum. In addition, all buildings have access to Computers On Wheels for classroom instruction. Teachers are required to communicate student progress through the use of an online program, Edline, which provides parental access to grades, assignments, and class news. Consistent communication can also be maintained via this program.

Professional development opportunities have recently been made available to all staff on various topics pertaining to Special Education, including but not limited to: co-teaching, team teaching, inclusion, differentiated instruction, least restrictive environment, supplementary aids and services, behavior supports, assistive technology usage, case management, training on specific disability categories, and brain research. These trainings are provided to enhance instruction for all students with disabilities.

The district has made significant strides towards a more inclusionary model. Approximately 63% of students receiving learning support services are included in the general education classroom for more than 77% or more of the school day. The majority of co-taught classrooms have common planning time with the special education and general education teachers. This structure successfully meets the needs of all students. All classrooms, general or special education, are

aligned to the Pennsylvania Academic Standards and National Standards and are modified on an individual basis.

Students with significant academic, social, and/or emotional needs that cannot be met within the district are enrolled in various programs outside of the district to meet their individual needs. Approved private schools, the Westmoreland Intermediate Unit 7, Alternative Education Programs, and other private schools provide these programs. Students placed in these programs have needs that cannot be met in the general education environment, or require a curriculum that differs considerably than the district setting offers. This district has become ACCESS billable and has developed the necessary procedures to facilitate that process. A recently hired secretary has become highly proficient in completing the necessary documentation, which has resulted in a substantial financial gain to our district. We have, in turn, used those resources to provide additional services to our special education students.

In late Spring, every school year, a file exchange day is scheduled to allow receiving special education teachers to spend time with the sending teacher to review each student. Topics include present education levels, successful strategies, techniques and effective instructional methods for each student and teacher recommendations. Each teacher has the opportunity to receive information on their new students as well as share information on the students moving out of their classrooms. This process has been a valuable experience for all involved.

## **Identifying Students with Learning Disabilities**

The Pennsylvania Department of Education Regulations outlines the criteria for the determination of Specific Learning Disabilities. Such criteria are derived from the federal IDEA regulations for special education under the rubric of a Specific Learning Disability. An assessment of each of these components is required to assure that an evaluation is comprehensive in scope as required by both federal and state statutes. The multidisciplinary evaluation team determines as to whether a student meets the inclusionary and exclusionary criteria listed under the Specific Learning disability definition. Inclusionary factors include as to whether a student achieves adequately for their stated age and state-approved grade-level standards when provided with learning experiences and scientifically based instruction appropriate for their age or state-approved grade level standards and level of English language proficiency. An additional inclusionary factor is whether the district chooses the option of identification of children with specific learning disabilities according to either a Response To Intervention model or the more traditional ability-achievement discrepancy criteria. New Kensington-Arnold currently

utilizes the discrepancy model for determining eligibility under the category of specific learning disability.

Exclusionary factors include the knowledge that a student's difficulties are not the product of a lack of appropriate instruction in both reading and mathematics or due to limited English proficiency. Further, eligibility determination will be based upon the exclusion of the following factors as contributing to a child's academic difficulties: vision, hearing, or motor disabilities, mental retardation, emotional disturbance, cultural, environmental, or economic issues.

New Kensington-Arnold School District will conduct multidisciplinary evaluation that determines whether a child exhibits a pattern of relative strengths and weaknesses as defined by the traditional discrepancy analysis criteria between intellectual ability and standardized academic achievement measures. The process will determine as to whether a student achieves adequately for their stated age and state-approved grade-level standards when provided with learning experiences and scientifically based instruction appropriate for their age or state-approved grade level standards and level of English language proficiency in one or more of the following areas:

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Fluency
- Reading comprehension
- Mathematics Calculation
- Mathematics Problem Solving

A corresponding need for specially designed instruction will be determined through a review of ongoing benchmark and progress monitoring assessments, along with a review of performance on district and statewide assessments. A review of instructional strategies utilized by educational personnel will be reviewed, any educationally relevant medical findings considered, and an observation of student performance in the naturalistic classroom setting will be conducted.

A formal reevaluation of students with Specific Learning Disabilities will be conducted according to both state and federal guidelines. Such guidelines advocate a reevaluation if the district determines a reevaluation is warranted, at the formal request of a parent or teacher, not more than yearly unless the multidisciplinary team agrees otherwise, at least once every

three years unless the evaluation is formally waved by team members, and in conjunction with a variety of technically sound assessment measures. Such a reevaluation process typically determines as to whether the student has a continued need for specially designed instruction, the overall needs of the child, the appropriate special education and related services, and as to whether any additions or modifications to the special education and related services are necessary.

## **Enrollment Differences**

Not significantly disproportionate.

## **Ethnicity Enrollment Differences**

Not significantly disproportionate.

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

### **Facilities for Nonresident Students**

<b>Facility Name</b>	<b>Provider of Educational Services</b>	<b># of Students Receiving Srvcs as of Dec 1</b>
None	N/A	0

## **Nonresident Students Oversight**

There is currently no saved text for this narrative.

## Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
None	N/A	0

## Incarcerated Students Oversight

The local school district, when contacted by a county detention center, provides the appropriate educational personnel within the detention facilities all eligible student's Evaluation Reports (ER), Individualized Education Programs (IEP), and Notice of Recommended Educational Placements (NOREP). The district's LEA and/or her designee, attends all IEP meetings for those students who are deemed eligible within the detention facilities in order to adhere to the procedure for such placements as identified by the current Standards and Regulations. The initiation and tracking of these services are provided by the Westmoreland Intermediate Unit educational and special education staff, which services the Westmoreland County Juvenile Services Center and the YMCA Emergency Youth Shelter. Out of county placements, while rare, do occur. When this situation arises, the same procedures are followed as in Westmoreland County. The LEA maintains the responsibility for the educational and due process safeguards of these students during their periods of incarceration or temporary placement outside of the district.

## Least Restrictive Environment 34 CFR §300.114 Ensuring Maximum Integration

In the New Kensington-Arnold School District, the first option for the instruction of every student is full time regular education. When a student is identified as eligible for specially designed instruction, the IEP team works from that starting point. The IEP team determines educational placement and degree of restrictiveness based on

the information as summarized in the Evaluation Report, including teacher, parent and student input, and if student is of transition age or parent decides need for student input. The IEP always considers the least restrictive environment when making decisions regarding educational placement. Removal from the regular education environment only occurs, when education in that setting, with adaptations, modifications, and a consideration of the full range of supplementary aids and services, cannot be achieved successfully. The team then moves through the continuum of services until the most appropriate and least restrictive setting, program, placement, and amount and kind of intervention, is agreed upon by all the team members. The needs of the student are the determining factor when deciding appropriate educational integration.

The district has implemented and is effectively conducting inclusion opportunities, team teaching and least restrictive models of instruction, across all levels. The extent of inclusion for the core content areas of language arts and mathematics is guided by the IEP team. Utilization of more restrictive language arts and mathematic supports is determined according to the corresponding category of eligibility and corresponding level of need. The following is a list of the basic structure of practices at each level of the school district.

High school (grades 9-12):

- Emotional Support students are fully included unless the IEP determines greater need
- Life Skills Support students are included for breakfast, lunch, Programs, Field Trips, Assemblies and Activities as well as other situations which the IEP team determines appropriate
- Learning Support students are included for breakfast, lunch, homeroom, Science, Social Studies, Physical Education, Programs, Field Trips, Assemblies and Activities
- Electives, band, choir, and clubs, are available, if they chose to participate
- In the 9<sup>th</sup> or 10<sup>th</sup> grade, all students are included for Micro-applications and Speech
- Within the four years of high school, all students must be included for one technology course
- SAP Team
- School based mental health services
- PSSA preparation courses
- Tutoring
- Team teaching

- Referrals and coordination of services with Office of Vocational Rehabilitation (OVR)
- Alternative Education Program located within Valley High School
- Technology Integration
- Home/School Collaboration
- JROTC program

Middle School (grades 6-8):

- Emotional Support students are fully included except for one supplemental resource period per day
- Learning Support students are included for breakfast, lunch, homeroom, Science, Social Studies, English, Physical Education, Programs, Fieldtrips, Assemblies and Activities
- Band, choir, and clubs, are available, if students chose to participate
- In 6th grade all students are included for Word Processing and Art
- In 7th grade all students are included for World Language and Health
- In 8th grade all students are included for Technology Education and Family Consumer Science
- Child Study Team
- SAP Team
- School based mental health services
- DATA team
- Department Chair Coordinators
- PSSA preparation courses
- Tutoring
- Team teaching
- SERVIS Volunteers
- Technology Integration
- Home School Collaboration
- Career Day

Intermediate School (grades 4-5):

- Emotional Support and Life Skill Support students are included for breakfast and lunch, Programs, Assemblies and Activities and other areas as deemed by the IEP team
- Learning Support Students are included for breakfast, lunch, homeroom, Science, Social Studies, English, Writing, Spelling, Art, Music, Physical Education, Programs, Field Trips, Assemblies and Activities
- Band, choir, and clubs, are available, if students chose to participate
- Reading/Math Coaches
- Tutoring
- Flexible Group Teaching
- Differentiated Instruction
- Team Teaching
- Title I Reading Specialists
- Department Chair Coordinators
- Guidance Program
- School based mental health services
- Bullying Program
- Caught Being Kind Program
- Guidance lessons/groups (academic and social)
- MDT team
- SAP team
- DATA team
- PSSA Preparation/Remediation
- Building Aide
- SERVIS Volunteers
- Technology Integration
- Home School Collaboration
- 5th grade Growing Up/Health Program

- Power up Program
- D.A.R.E.
- Junior Achievement

Primary Schools (grades K-3):

- Learning Support students are included for breakfast, lunch, homeroom, recess, Science, Social Studies, Handwriting, Art, Music, Physical Education, Programs, Field Trips, Assemblies and Activities
- Tutoring
- Flexible Group Teaching
- Differentiated Instruction
- Title I Reading Specialist
- Math Coach
- Department Chair Coordinators
- SAP team
- MDT Team
- DATA team
- PSSA Preparation/Remediation
- SERVIS Volunteers
- Building Aides
- Penn State Student Tutors
- High School Student Tutors
- Technology Integration
- Home School Collaboration

## Supplementary Aids and Services

Service/Resource	Description
Collaborative	The following collaborative strategies have been utilized: scheduled time for co-planning and team meetings, instructional arrangements that support collaboration (e.g., co-teaching, para-educator support), professional development related to collaboration, training, coaching and guided support for team members in the use of assistive technology for individual students, scheduled opportunities for parental and special education teacher collaboration, all school personnel collaborate in the development and delivery of supplementary aids and services. Professional development specific to inclusion, co-teaching, and differentiating instruction is provided at the district level throughout the school year and in the summer. Teachers, personal care assistants, and related service providers are encouraged to attend trainings at Intermediate Unit 7, at PaTTAN and use approved on-line learning resources. Frequent parental contact is stressed. Communication by phone or email is encouraged. Parents have access to teacher lesson plans, assignments, and their child's grades via EdLine. Information for parents is posted on the districts website, electronic billboard, in local newspapers and through a quarterly district newsletter mailed to every resident. The district also uses the Alert Now system to contact parents and guardians with time sensitive emergency information.
Instructional	IEP teams have frequently implemented the following specially designed instruction for students to receive meaningful benefit: human reader, study guides, fact sheets for specific subjects, math charts and calculators, scribe, highlighters, reduced amount of choices, scaffolding and chunking of questions, extended time, graphic organizers, visual and oral cues, preferential seating, classroom management systems, trackers, small group instruction, peer assistance, adapted and modified curriculum, modified daily schedules, test retakes.
Physical	The following adaptations and modifications have been made to the physical environment: furniture arrangement in environments, specific seating arrangements,

adaptive equipment, adjustments to sensory input (e.g., light, sound), structural aids (e.g., wheelchair accessibility, grab bars).

#### Resources

Following is a listing of collaborative agencies and other service providers: Allegheny IU, American Heart Association, American Red Cross, ARIN IU, Association of Supervision Curriculum and Development, CASSP of Westmoreland County, College Board, Follett, Forum for Western PA School Superintendents, Keystone State Reading Association, National Association Elementary School Principals, National Association of Secondary School Principals, National Science Teachers Association, PA Association of Federal Program Coordinators, PA Department of Health, PA Association of Pupil Service Administrators, PA Middle School Association, PA Music Educator's Association, PASBO, PASCD, PASSA, PaTTAN, PSBA, PSEA, A/Capa, Principal's Academy, St. Vincent's College, Tactical Solutions, United Way Transition Program Grant, Westmoreland County Gifted Coalition, E-Academy, Westmoreland County Health Department, Westmoreland County IU.

#### Services

The following is a list of student services that are available at various grade levels in the school district: SAP team, school based mental health services, PSSA preparation courses, tutoring, referrals and coordination with OVR, Alternative Education Program, Child Study Team, DATA teams, MDE Teams, CASSP of Westmoreland County, SERVIS volunteers, Career Day, summer school, dual enrollment opportunities, peer mediation, PIAA Athletics, School Sponsored Clubs and Organizations, Reading/Math Coaches, Title 1 Reading Specialists, Guidance services, in-district and contracted academic, alternative education, behavioral, and social/emotional groups and programs.

#### Social-Behavioral

The following supports and services to increase appropriate behavior and reduce disruptive or interfering behavior have been used: social skills instruction, counseling supports, peer supports (e.g., facilitating friendships), individualized behavior support plans, modification of rules and expectations, cooperative learning strategies.

# LRE Data Analysis

## Personnel Development Activities

### Topic: Inclusive Practices/Co-Teaching/Differentiated Instruction

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Fall 2010 Spring 2011 Fall 2011 Spring 2012 Fall 2012 Spring 2013	PATTAN Staff, IU Staff	Parent, New Staff, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice	2010-2011: Student achievement rate on state and local assessments demonstrates 2% improvement. 2011-2012: Student achievement rate on state and local assessments demonstrates 2% improvement. 2012-2013: Student achievement rate on state and local assessments demonstrates 2% improvement.

## Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Kiski Area School District	Neighboring School Districts	Autistic Support	2
Burrell School District	Neighboring School Districts	Life Skills Support	4
Northern Westmoreland Career and Technical Center Clairview	Other	Life Skills Support	4
Children's Institute	Special Education Centers	Life Skills, Autistic, and Multiple Disabilities Support	7
PACE School	Approved Private Schools	Autistic and Multiple Disabilities Support	1
Tillotson	Approved Private Schools	Emotional and Autistic Support	5
Western PA School for the Deaf	Special Education Centers	Learning Support	1
Western PA School for Blind Children	Approved Private Schools	Hearing Support	2
Wesley Spectrum Highland	Approved Private Schools	Vision Support	2
Clelian Heights	Approved Private Schools	Emotional Support	1
Holy Family	Other	Life Skills and Autistic Support	1
Instruction in the Home	Other	Emotional and Learning Support	6
Watson Institute Friendship	Instruction in the Home	Instruction in the Home	2
	Approved Private	Emotional Support	6

Academy	Schools		
Adelphoi	Other	Learning Support	4
Sunrise School	Special Education Centers	Life Skills and Emotional Support	1
Mon Valley School	Other	Life Skills, Emotional, and Learning Support	1

## Personnel Development for Improved Student Results

### Personnel Development - PA NCLB Goal #1

#### Reflections

There are currently no reflections selected for this section.

#### Base Line Data

New Kensington-Arnold School District now has a significantly higher percentage of special education students scoring Advanced or Proficient in Reading and Mathematics on the PSSA. In the area of Reading, the following are approximate percentages of special education students who have scored Proficient or better on the PSSA:

2005-2006	13.5%
2006-2007	13.4%
2007-2008	23.1%
2008-2009	34.2%

In the area of Math, the following are approximate percentages of special education students who have

scored Proficient or better on the PSSA:

2005-2006	18.5%
2006-2007	16.7%
2007-2008	28.6%
2008-2009	43.7%

Intense concentration of efforts will be focused on the relatively smaller percentage of students scoring Basic or Below Basic. Integration of students in the general education classroom with the support of a co-teacher will support student success in mastering skills at grade level and access to the resource room for additional support, tutoring and focused instruction will provide remediation and targeted skill instruction.

## Personnel Development Activities

**Topic: Reading: Students with disabilities will demonstrate increased educational results in Reading as well as other academic areas as outlined in the Pennsylvania academic standards.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Fall 2010 Spring 2011 Fall 2011 Spring 2012 Fall 2012 Spring 2013	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	2010-2011: 2% increase in Reading PSSA scores 2011- 2012: 2% increase in Reading PSSA scores 2012- 2013: 2% increase in Reading PSSA scores

**Topic: Math: Students with disabilities will demonstrate increased educational results in Math as well as other academic areas as outlined in the Pennsylvania academic standards.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Fall 2010 Spring 2011 Fall 2011 Spring 2012 Fall 2012 Spring 2013	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	2010-2011: 2% increase in Math PSSA scores 2011- 2012: 2% increase in Math PSSA scores 2012- 2013: 2% increase in Math PSSA scores

## **Qualified Staff**

## **Reflections**

There are currently no reflections selected for this section.

## Base Line Data

100% of the special education staff, including paraeducators, meet highly qualified requirements in order to ensure that all students are being instructed by teachers and supported by paraprofessionals who have the necessary knowledge and skills to meet their needs. All staff are trained annually in confidentiality, behavior support, CPR/First Aid (every two years) and Chapter 14 and IDEA Regulations. In addition, trainings on inclusive practices are held every fall and spring for small groups of regular and special education teachers to address needs relative to their particular circumstances and student population.

## 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**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Fall 2010 Spring 2011 Fall 2011 Spring 2011 Fall 2012 Spring 2012	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	2009-2010 School Year: Maintenance of highly qualified staff will meet the needs of autistic students. 2010-2011 School Year: Maintenance of highly qualified staff will meet the needs

of autistic students.  
 2011-2012 School  
 Year: Maintenance  
 of highly qualified  
 staff will meet the  
 needs of autistic  
 students.

**Topic: PARAEDUCATOR: Paraeducators are required to have 20 hours of staff development annually.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Fall 2010 Spring 2011 Fall 2011 Spring 2012 Fall 2013	PATTAN Staff	Paraprofessional	On-site Training with Guided Practice, Conferences	2010-2011: Maintain mandated trainings according to timelines. Data collection and monitoring of student progress will indicate the benefits of academic and behavioral interventions used by professional and paraprofessional staff. 2011-2012:

Maintain mandated trainings according to timelines. Data collection and monitoring of student progress will indicate the benefits of academic and behavioral interventions used by professional and paraprofessional staff. 2012-2013: Maintain mandated trainings according to timelines. Data collection and monitoring of student progress will indicate the benefits of academic and behavioral interventions used by professional and paraprofessional staff.

## **Transition/Post School Outcomes Reflections**

There are currently no reflections selected for this section.

## **Base Line Data**

Training sections will be completed when Assistant Superintendent/Curriculum & Instruction Administrator is replaced/hired.

## **Personnel Development Activities**

**Topic: TRANSITION: By the year 2013, NKASD's IEP students (ages 14-21) will demonstrate improved successful transition to post-secondary education/training, employment, and/or independent living as measured by the following success indicator: The percentage of leavers who graduate will increase to 86%.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Fall 2010 Spring 2011 Fall 2011 Spring 2012 Fall	PATTAN Staff, IU Staff, District Staff and Administration	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning	Year 1 2010-2011: 82% graduation rate Year 2 2011- 2012: 84% graduation rate Year

2012 Spring  
2013 Spring  
2012 Fall 2

3 2012-2013: 86%  
graduation rate

**Topic:**

There are currently no trainings entered for this topic.

**Behavior Support Services  
Reflections**

There are currently no reflections selected for this section.

**Summarized School District Policy**

The school district provides the following major components to students whose behavior may disrupt their own learning or that of others: utilization of a consistent individual behavioral management system (TALID system) for all students who receive emotional support services and students who receive learning support services when determined appropriate by the IEP team, completion of Functional Behavioral Assessments, development and implementation of Positive Behavior Support Plans, personal care assistants when determined appropriate by IEP team, ongoing consultations with Westmoreland IU school psychologist and behavioral consultant, group counseling contracted with outside mental health providers, student consultation with school guidance counselors, individual psychological

services (i.e. individual counseling) as related service when determined necessary by IEP team.

Additionally, the following specific supports and services are utilized to increase appropriate behavior and reduce disruptive or interfering behavior:

- Social Skills Instruction
- Counseling supports
- Peer supports (e.g., facilitating friendships)
- Individualized behavior support plans
- Modification of rules and expectations
- Cooperative learning strategies

## **Personnel Development Activities**

### **Topic: Positive Behavioral Supports**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Fall 2010 Spring 2011 Fall 2011 Spring 2012 Fall 2012 Spring 2013	PATTAN Staff, IU Staff	New Staff, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	2010-2011: Deescalation techniques will be utilized to maintain 0 restraints involving students within the district. Monitoring of students in outside placements will take place to reduce the

number of restraints used. Staff will be trained in techniques of positive behavior support to reduce the number of students placed outside the district by 1%. 2011-2012: Deescalation techniques will be utilized to maintain 0 restraints involving students within the district. Monitoring of students in outside placements will take place to reduce the number of restraints used. Staff will be trained in techniques of positive behavior support to reduce the number of students placed outside the district by 1%. 2012-2013: Deescalation techniques will be utilized to maintain 0

Fall  
2010 Spring  
2011 Fall  
2011 Spring  
2012 Fall  
2012 Spring  
2013

PATTAN  
Staff, IU Staff

Paraprofessional

On-site Training with  
Guided Practice,  
Workshops with Joint  
Planning Periods

restraints involving students within the district. Monitoring of students in outside placements will take place to reduce the number of restraints used. Staff will be trained in techniques of positive behavior support to reduce the number of students placed outside the district by 1%. 2010-2011: Paraprofessionals will acquire the skills necessary to address behavioral concerns with positive strategies in order to reduce the number of students placed outside the district by 2%. 2011-2012: Paraprofessionals will acquire the skills necessary to address behavioral concerns

Fall  
2010 Spring  
2011 Fall  
2011 Spring  
2012 Fall  
2012 Spring  
2013

IU Staff

Parent

Informational Session

with positive strategies in order to reduce the number of students placed outside the district by 2%. 2012-2013: Paraprofessionals will acquire the skills necessary to address behavioral concerns with positive strategies in order to reduce the number of students placed outside the district by 2%. 2010-2011: Parents will receive information which will be helpful to them in managing behavioral issues and result in the reduction of students placed outside the district by 2%. 2011-2012: Parents will receive information which will be helpful to them in managing behavioral issues and

result in the reduction of students placed outside the district by 2%. 2012-2013: Parents will receive information which will be helpful to them in managing behavioral issues and result in the reduction of students placed outside the district by 2%.

**Topic: De-escalation techniques: All district staff, including paraprofessionals, will be trained and certified in Disruptive Student Interventions. Staff will be trained in groups of 15-20 until all staff is trained. Refresher courses will be provided annually.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Fall 2010 Spring 2011 Fall 2011 Spring 2012 Fall 2012 Spring 2013	Safety Consultants	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Year 1 2010-2011: 2% decrease in Office Discipline Referrals from baseline 2009-2010 school year Year 2

2011-2012: 4%  
decrease in Office  
Discipline Referrals  
from baseline 2009-  
2010 school year  
Year 1 2012-2013:  
6% decrease in  
Office Discipline  
Referrals from  
baseline 2009-2010  
school year

## **Interagency Collaboration (11 P.S. §875.304) Ensuring FAPE/Hard to Place Students**

When the district suspects a student may be at risk of not having his/her IEP implemented in the public school setting, the district will contact the Westmoreland Intermediate Unit 7 Interagency coordinator who will assist the district in arranging an interagency meeting through the local CASSP office to include all agencies that provide support to the student. The IEP team members will meet to review the IEP to determine if the student's needs are being met and to make necessary changes and/or recommendations. If the team determines that the student can no longer be served in the public educational setting, placement options will then be considered and the district will follow up with making the appropriate contacts. In the event that a placement cannot be secured and the student has been or will be at risk of waiting 30 days or more for an appropriate educational placement, the district will report the required information utilizing the required form to the Pennsylvania Department of Education, updating the information monthly as needed until an appropriate placement has been secured. Additionally, the district will report to the Department of Education all students who are on Homebound

Instruction or Instruction Conducted in the Home on the appropriate form.

Type	Building Name	Grade	Type	Support	Service	Age	Age	Age	FTE
IU	Greenwald Elem/Martin Elem/Fort Crawford Elem	E	GE	I	SLS	5	9	62	1.00
IU	H.D. Berkey Elem/Valley Middle School/Valley High School	S	GE	I	SLS	9	21	55	1.00
IU	All Ages/Buildings	E	GE	I	BVIS	7	10	3	0.06
IU	All Ages/Buildings	S	GE	I	DHIS	12	18	5	0.10
SD	Greenwald Elementary	E	GE	I	LS	6	9	3	0.15
SD	Greenwald Elementary	E	GE	S	LS	6	9	17	0.85
SD	Greenwald Elementary	E	GE	I	LS	7	10	3	0.20
SD	Greenwald Elementary	E	GE	S	LS	7	10	11	0.80
SD	Martin Elementary	E	GE	I	LS	6	8	3	0.40

SD	Martin Elementary	E	GE	S	LS	6	8	4	0.60
SD	Martin Elementary	E	GE	I	LS	8	10	1	0.15
SD	Martin Elementary	E	GE	S	LS	8	10	6	0.85
SD	Martin Elementary	E	GE	S	LSS	6	9	4	0.65
SD	Martin Elementary	E	GE	FT	LSS	6	9	2	0.35
SD	Fort Crawford Elementary	E	GE	I	LS	6	9	6	0.30
SD	Fort Crawford Elementary	E	GE	S	LS	6	9	9	0.70
SD	Fort Crawford Elementary	E	GE	I	LS	8	10	5	0.35
SD	Fort Crawford Elementary	E	GE	S	LS	8	10	10	0.65

SD	H.D. Berkey Elementary	E	GE	I	LS	9	11	1	0.06
SD	H.D. Berkey Elementary	E	GE	S	LS	9	11	15	0.94
SD	H.D. Berkey Elementary	E	GE	I	LS	9	11	1	0.06
SD	H.D. Berkey Elementary	E	GE	S	LS	9	11	17	0.94
SD	H.D. Berkey Elementary	E	GE	I	LS	11	13	3	0.20
SD	H.D. Berkey Elementary	E	GE	S	LS	11	13	12	0.80
SD	H.D. Berkey Elementary	E	GE	I	LS	10	12	6	0.55
SD	H.D. Berkey Elementary	E	GE	S	LS	10	12	5	0.45
SD	H.D. Berkey Elementary	E	GE	FT	LSS	11	12	6	1.00
SD	H.D. Berkey	E	GE	FT	ES	9	12	7	1.00

SD	H.D. Berkey Elementary	E	GE	FT	ES	9	12	7	1.00
SD	Valley Middle School	M	GE	I	LS	11	13	6	0.40
SD	Valley Middle School	M	GE	S	LS	11	13	8	0.60
SD	Valley Middle School	M	GE	I	LS	11	13	5	0.35
SD	Valley Middle School	M	GE	S	LS	11	13	11	0.65
SD	Valley Middle School	M	GE	I	LS	12	14	4	0.35
SD	Valley Middle School	M	GE	S	LS	12	14	8	0.65
SD	Valley Middle School	M	GE	I	LS	13	15	4	0.30
SD	Valley Middle School	M	GE	S	LS	13	15	9	0.70
SD	Valley Middle	M	GE	I	LS	12	14	6	0.35

SD	Valley Middle School	M	GE	S	LS	12	14	12	0.65
SD	Valley Middle School	M	GE	I	LS	14	15	9	0.65
SD	Valley Middle School	M	GE	S	LS	14	15	5	0.35
SD	Valley Middle School	M	GE	I	ES	11	15	7	0.70
SD	Valley Middle School	M	GE	S	ES	11	15	3	0.30
SD	Valley Middle School	M	GE	S	LSS	11	15	8	1.00
SD	Valley High School	S	GE	I	LS	14	16	15	0.85
SD	Valley High School	S	GE	S	LS	14	16	2	0.15
SD	Valley High School	S	GE	I	LS	14	17	15	1.00

SD	Valley High School	S	GE	I	LS	16	18	11	0.70
SD	Valley High School	S	GE	S	LS	16	18	5	0.30
SD	Valley High School	S	GE	I	LS	17	20	9	0.85
SD	Valley High School	S	GE	S	LS	17	20	2	0.15
SD	Valley High School	S	GE	I	ES	14	19	7	0.50
SD	Valley High School	S	GE	S	ES	14	19	7	0.50
SD	Valley High School	S	GE	I	LS	16	18	12	0.75
SD	Valley High School	S	GE	S	LS	16	18	4	0.25
SD	Valley High School	S	GE	I	LS	14	19	15	0.90
SD	Valley High	S	GE	I	LS	15	18	9	1.00

SD	Valley High School	S	GE	I	LS	15	18	9	1.00
SD	Valley High School	S	GE	FT	LSS	15	18	6	1.00

The district will maintain contacts with other child servicing agencies by participating in CASSP/Interagency meetings as necessary. The district will participate in other meetings as needed if the service provider (hospitals, APS, RTF, etc.) has or will have a direct relationship with the student's success in school. The Coordinator of Pupil Services/LEA or designee will maintain contact with the Intermediate Unit 7 Interagency Coordinator to act as liaison when necessary between the district and the child servicing agencies. The Coordinator of Pupil Services/LEA or designee will maintain an ongoing relationship with the Intermediate Unit 7 Interagency Coordinator and request trainings as needed. Additionally, the district will be represented at seminars, workshops and other such trainings targeted to improve the district's program capacity. The district will utilize the Interagency meeting process to determine what resources the student may be eligible for while researching appropriate placements. The district will work with the parents to complete the necessary applications if the student has never been found eligible for medical assistance. The district will make available the necessary documents to support eligibility using the appropriate procedures under the HIPAA Act.

# Program Profile

## Support Staff (District)

### School District: New Kensington-Arnold SD

I D	OP R	Title	Location	FTE
D	SD	Psychologist	Valley High School	1.00
-	SD	Clerk	Valley High School	1.00
-	SD	Classroom aide	Valley High School	1.00
D	SD	Classroom aide	Valley Middle School	1.00
D	SD	District LEA	New Kensington-Arnold S.D.	0.25
N	SD	Classroom aide	H.D. Berkey Elementary School	1.00
N	SD	Coordinator of Pupil Services	District	1.00
N	IU	Classroom aide	Martin Elementary School	1.00
N	IU	Classroom aide	Valley High School	1.00
N	IU	Classroom aide	Valley Middle School	1.00
N	SD	Personal Care Assistant	Greenwald Elementary	1.00
N	SD	Personal Care Assistant	Greenwald Elementary	1.00
N	SD	Personal Care Assistant	Fort Crawford Elementary	1.00
N	SD	Personal Care Assistant	Grandview Elementary	1.00
N	SD	Personal Care Assistant	Greenwald Elementary	1.00
N	SD	Personal Care Assistant	H.D. Berkey Elementary	1.00
N	SD	Social Worker	District	1.00

## Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	Westmoreland IU	Supervisor	2 Days
D	Westmoreland IU	PCA	30 Hours
N	Westmoreland IU	School Psychologist	5 Days
N	Allegheny IU	Personal Care Assistant	5 Days

## **Assurance for the Operation of Special Education Services and Programs School Years: 2013 - 2016**

The New Kensington-Arnold SD within Westmoreland IU 7 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.**

\_\_\_\_\_  
**President**                      **Date**                      \_\_\_\_\_  
**Superintendent**                      \_\_\_\_\_  
**Date**                      \_\_\_\_\_ **Board**