

NORWIN

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SCHOOL DISTRICT

ADMINISTRATION BUILDING
281 McMAHON DRIVE
NORTH HUNTINGDON, PENNSYLVANIA 15642
(724) 861-3000

DR. WILLIAM H. KERR
SUPERINTENDENT
DR. TRACY A. McNELLY
ASST. SUPERINTENDENT/SECONDARY ED.
MRS. NATALIE A. McCracken
ASST. SUPERINTENDENT/ELEM ED
MR. JOHN H. WILSON
DIRECTOR/BUSINESS AFFAIRS
MS. MARGARET F. ZIMMER
DIRECTOR/SPECIAL ED./STUDENT SERVICES
MR. THOMAS H. WROBLESKI
DIRECTOR/HUMAN RESOURCES

TO: Ms. Maggie Zimmer, Director of Special Education and Student Services

FROM: Dr. William H. Kerr, Superintendent of Schools 

DATE: March 18, 2014

SUBJECT: **BOARD APPROVAL**

At the regular Board Meeting on Monday, March 17, 2014, the Norwin Board of Education authorized the Administration to place the 2014-2017 Special Education Comprehensive Plan on public display in the Norwin Special Education Office and School District Website for a thirty (30) day public review and comment period, prior to Board of Education approval at its April 2014 voting meeting and submission to the Pennsylvania Department of Education by May 1, 2014.

If you have any questions regarding this, please do not hesitate to contact me.

WHK/bg

File:Special Education Plan March 2014

Norwin SD

Special Education Plan Report

07/01/2014 - 06/30/2017

District Profile

Demographics

281 McMahon Dr
North Huntingdon, PA 15642
(724)861-3000
Superintendent: William Kerr
Director of Special Education: Margaret Zimmer

Planning Committee

Name	Role
Shanna Bradfield	Elementary School Teacher - Special Education
Doreen Harris	Administrator
Kelly Jones	Secondary School Teacher - Regular Education
Patti McGowan	Parent
Maggie Zimmer	Special Education Director/Specialist

Core Foundations

Special Education

Special Education Students

Total students identified: 545

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

Norwin School District provides Annual Public Notice to identify, locate and evaluate children thought to be eligible for special education and related services. The notice informs the public of the District's special education services and programs as well as how to make a request for those services. The notice includes information regarding potential signs of developmental delays and other risk factors that could indicate disabilities, as well as procedures to ensure confidentiality of information pertaining to students with disabilities. Annual Public Notice is published in the fall issue of the community magazine *In Norwin*, which is mailed to all District households and businesses. The Annual Public Notice is also listed on the District website.

Norwin School District (NSD) implements the Pennsylvania State criteria for determining the existence of a specific learning disability. The District:

- (1) addresses whether the child is unable to achieve adequately for the child's age relative to learning experiences, appropriate instruction or state approved standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving;
- (2) examines whether the child exhibits a pattern of strengths and weaknesses relative to the intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade level standards;
- (3) determines that its findings are not primarily the result of: visual, hearing or motor disability; intellectual disability; emotional disturbance; cultural factors, environmental or economic disadvantage; or limited English proficiency;
- (4) ensures that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that the child was provided with scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction; and repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

If the child has not made adequate academic progress after an appropriate period of time and after the implementation of interventions designed to improve student performance, the District requests parental consent to evaluate the child to determine if the child is eligible for special education. If the

student needs special education (and related services) the District adheres to the State mandated timeframes. The determination of whether a child has a specific learning disability is made by the child's parents and a team of qualified professionals, which includes the child's regular teacher, and at least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist. If a determination is made that a child has a disability and needs specially designed instruction, an Individual Educational Plan is developed for the child within thirty (30) calendar days after the completion of the Evaluation Report.

NSD will consider, at a future date using a process based on the child's response to scientific research-based intervention, which includes documentation that the student received high quality instruction in the general education setting, research-based interventions were provided to the student, and student progress was regularly monitored.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

The Current Special Education Data Report indicates that Norwin School District met the State Performance Plan Target for Indicator 10, Disproportionate Representation by Disability Category. The Special Education Data Report indicates that Norwin School District was below the State Percent of Special Education Enrollment by Disability in the following areas: Total Special Education Enrollment, Specific Learning Disability, Emotional Disturbance.

The District was above the State Percent of Special Education Enrollment by Disability in the following areas: Autism, Other Health Impairment, and Speech or Language Impairment. The increased number of students identified with Autism may be attributed to the District initiative to serve students on the autism spectrum within the District rather than placing students in an outside private placement. To further explain, parents may prefer to locate to or remain in a school district that strives to meet the needs of children on the autism spectrum rather than send students to outside placements. The increased number of students identified with autism could also be attributed to the national trend of increasing rates of autism spectrum disorders.

Plans to decrease the number of students identified as Other Health Impaired and Speech or Language Impaired include:

- (1) expanding the Response to Intervention and Instruction program at all grade levels;
- (2) the District has recently adopted scheduled 'Enrichment and Remediation' time at the K-6 grade levels for the purpose of providing targeted interventions for students;
- (3) additional time has been scheduled to provide staff development for teachers in providing additional classroom interventions and in monitoring student progress;
- (4) the Speech and Language Pathologists are scheduled to work with teams of teachers on a consultative basis to provide instructional strategies within the classroom designed to promote language development prior to referring a student for a speech/language evaluation;

(5) exit criteria for speech are being reviewed and may be revised to exit students whose speech is within acceptable limits and does not interfere with academic progress.

Plans to increase the number of students identified as Total Special Education, Specific Learning Disability, and Emotional Disturbance include:

- (1) expanding the Response to Intervention and Instruction at all grade levels;
- (2) increasing the collection of progress monitoring data (AimswEB) at the elementary level may enable teachers to identify students who are not responding to intervention and should be referred for a comprehensive evaluation;
- (3) the incidence of students identified with an emotional disturbance increased from 6.1% to 6.8% from the 2011-2012 to the 2012-2013 school year. The implementation of school based behavioral health services may be partially responsible for the trend of increased identification of students with an emotional disturbance requiring emotional support services.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Norwin School District currently hosts one facility or institution in accordance with Section 1306 of the Pennsylvania School Code.

Under Section 1306 of the Pennsylvania School Code, the host school district (where the facility is located), is responsible for providing the educational program for students, including students with disabilities, who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individual Education Programs in accordance with the Individuals with Disabilities Education Act and for "qualified handicapped students" with Service Agreements in accordance with the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district's public schools. If, through the the IEP and Service Agreement process, the host district and parent determine that an alternative educational setting will more appropriately address the student's educational needs, the host school district is responsible for providing the student with a free and appropriate public education and any needed special services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and 504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding IEP goals, specially designed instruction, and educational placement for each student through the IEP team process. The host district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for

maintaining contact with the resident school district with respect to the student's placement and progress. Similarly, the host district is responsible for conferring or meeting with the family and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15. In addition to ensuring that an appropriate educational program is provided, the host school district has Child Find responsibility for children thought to be eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating and evaluating all Section 1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made.

The resident school district, where the student's parent(s) resides, has a financial obligation, a duty to cooperate regarding transfer of records and a role in student monitoring and educational planning. The host district is responsible for maintaining contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of the district with respect to the student.

Norwin School District has and will continue to meet its obligations under Section 1306. There are no problems or barriers that limit the District's ability to meet its responsibilities under Section 1306 of the Public School Code.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Norwin School District does not currently have any correctional institutions within its boundaries. School districts that have a correctional facility within their boundaries, are responsible for complying fully with the requirements of IDEA and Chapter 14 regarding the evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to:

- (1) comply with the "child find" obligations of IDEA;
- (2) utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of school-age individuals;
- (3) implement timely review and/or develop Individual Educational Programs for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards;
- (4) provide free appropriate public education (FAPE) in conformity with the IEP.

Section 1309 of the School Code permits the district providing special education to charge the district of residence a special education charge not to exceed the total net cost of the special education program provided. In addition, the Department of Education performs monitoring to confirm the appropriate provision of special education to children confined in local correctional institutions.

Districts which house a correctional facility have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notice under Section 14.121. Districts send their annual public notice to the warden of each county jail or prison within their jurisdiction. Furthermore, districts in which local correctional institutions are located develop a systematic, on-going means of communication with the institutions to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, districts may obtain information from PennData database to determine whether school-age inmates have been previously identified as eligible for special education.

Due to the atypical nature of providing services to children with disabilities who are convicted as adults under State law and who are incarcerated in adult prisons, the following requirements of IDEA do not apply:

- (1) participation of children with disabilities in general assessments;
- (2) transition planning and transition services to children whose eligibility ends due to age before release from prison.

If a child with a disability is convicted as an adult under State law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of the least restrictive environment if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. The continued delivery of services in a student's IEP is superseded by the duty of the local correctional institution to maintain and control security. The school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

(1) Norwin School District ensures that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled peers, and that removal from a regular education environment occurs only when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.

District IEP teams adhere to the following principles when making educational placement decisions:

- A Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP, and must be delivered in the Least Restrictive Environment (LRE).
- Students will not be removed from regular education classrooms merely because of the severity of their disabilities;
- When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, the District will ensure that those services are provided;
- IEP teams will determine whether the goals in the student's IEP can be implemented in regular education classrooms with supplementary aids and services before considering removal from a regular education classroom.
- IEP teams consider the full range of supplementary aids and services in regular education classrooms, based on peer-reviewed research to the extent practicable, including modification of curriculum content, before contemplating placement in a more restrictive setting.

To determine whether a child with a disability can be educated satisfactorily in a regular education classroom with supplementary aids and services, the following factors will be considered and addressed in the IEP:

- What efforts have been made to accommodate the child in the regular classroom and with what outcome(s)?
- What additional efforts (i.e. supplementary aids and services) in the regular classroom are possible?
- What are the educational benefits available to the child in the regular classroom with the use of appropriate supplementary aids and services?
- Are there possible significant and negative effects of the child's inclusion on the other students in the class?

IEP teams begin placement discussions with a consideration of the regular classroom and the supplementary aids and services that are needed to enable a student with a disability to benefit from educational services. Benefit from educational services is measured by progress toward the goals and objectives of the student's IEP, not by mastery of the general education curriculum and is not limited to academic progress alone; therefore, special education placement in a more restrictive environment cannot be justified solely on the basis that the child might make greater academic

progress outside the regular education environment.

For some students, the IEP team may conclude that a more specialized setting is necessary for the delivery of FAPE. An IEP team may choose a more specialized setting if:

- The student will receive greater benefit from education in a specialized setting than in a regular class;
- The student is so disruptive as to significantly impair the education of other students in the class;
- The cost of implementing a given student's IEP in the regular classroom will significantly affect other children in the LEA.

If, after considering these factors, an IEP team determines that the student needs to be educated in a more specialized setting, the school is required to include the child in school programs with non-disabled children to the maximum extent appropriate. These may include but are not limited to extracurricular activities, athletic programs, recess, lunch, homeroom, etc.

Norwin School District acknowledges research indicating that contact with non-disabled peers has positive social effects both on children with disabilities and their non-disabled peers. Additionally, education with typically developing peers can increase learning for students with IEPs.

The result is that children with disabilities learn more in inclusive environments than in segregated or more specialized settings. Norwin School District supports that the term "inclusion" implies more than physical proximity to typically developing peers; it encompasses full participation and equality within a group, leading to a sense of belonging within the community at large.

(2) Norwin School District replicates successful programs, evidence-based models, and other PDE sponsored initiatives to enhance and expand the continuum of supports and services and education placement options available within the District to support students with disabilities' access to the general education curriculum in the least restrictive environment.

The District implements measures to ensure that students with disabilities and behavioral needs are educated in the general education classroom. Practices that support inclusion include:

- Flexible grouping
- Flexible scheduling
- Differentiated instruction
- Assistive technology
- School Based Behavioral Health

At the elementary level the following supports are provided:

- Full-day developmental kindergarten
- Title 1 Reading and Math
- RtII

- SAP Teams
- Scheduled Enrichment and Remediation time
- Child Study Teams
- School-Wide Positive Behavior Support

At the secondary level the following supports are provided:

- Resource Rooms staffed by certified special education teachers and teachers with content areas certifications
- SAP Teams

In 2010, the District began contracting with Wesley Spectrum Services to provide a full-time School Based Behavioral Health therapist. The purpose was to reduce out-of-school placements and to support students with emotional and behavioral needs in the least restrictive environment. The full-time therapist provides group and individual counseling for students at all seven campuses.

Additionally, the District provides space for a private insurance-based therapist to work with clients in the more accessible school setting.

Hillcrest Intermediate School, through a provision of a grant from PDE, implemented SWPBIS in 2012. The District has recently been awarded a second grant from PDE to implement Positive Family Support –Family Check-Up, also for Hillcrest Intermediate School.

Beginning with the 2009/2010 school year the District assumed responsibility for the Life Skills Support Program at the K-4 level and opened the first Autistic Support Program at the K-4 level. The District provides consultation and training for the Life Skills Support and the Autistic Support Classrooms by contracting with the Watson Institute. The Watson Institute provides regular consultative visits and professional development throughout the District. The District has sent staff to PaTTAN to participate in Autism workshops and sends the entire autism support team to the National Annual Autism Conference sponsored by PDE each August. Additionally, during the 2013/2014 school year, an existing position within the District was modified to provide an Emotional Support K-6 position. The primary focus of this position is to provide support and consistency with functional behavior assessments and positive behavior support plans. This person is also responsible for working with individual students who have emotional support needs documented in their IEPs to ensure that the behavior plans are implemented to ensure student success.

The first Autism Support Classroom (K-2) opened in 2009/2010 and the following year an additional classroom for autism support (3-4) was opened in K-4 and the Life Skills Support classroom was expanded to the intermediate level. During the 2011/2012 school year a teacher of the visually impaired was hired, replacing services for students with visual impairments that were previously provided by the Westmoreland Intermediate Unit #7. In 2012/2013 the District expanded the Autism Support Classroom to the intermediate level, totaling three classrooms for children on the autism spectrum. In 2013/2014 the Life Skills Support classroom was expanded to the High School, with the result being that students needing Life Skills Support could attend school

in their district of residence K-12 (or age 21). During the 2013/2014 school year previously contracted services for occupational therapy through the Westmoreland Intermediate Unit #7 were replaced as two occupational therapists were hired by Norwin School District.

(3) Educational Environments SPP targets Indicator 5

Indicator 5 Educational Environments

SE Inside Regular Class 80% or more (Norwin 73.3%) (SPP Target 65.0%)

Norwin School District strives to educate students with IEPs in the least restrictive environment. The District is above state averages and above the SPP target in SE Inside Regular Class 80% or more. Students are supported in the regular environment by specially designed instruction outlined in individual education program plans. Case managers work with general education teachers to insure that the IEPs are implemented. Paraprofessionals are typically certified teachers who push into the regular education setting to support student with IEPs.

SE Inside Regular Class less than 40% (Norwin 3.8%) (SPP Target 8.0%)

Norwin School District is well below the SPP Target of 8.0%. The District now has eight support classrooms that can provide full-time (regular classroom <40% of the day) support. The commitment to the least restrictive environment extends to every student in Norwin School District. Students who are enrolled in an Autism Support Classroom or a Life Skills Support classroom are still engaged in learning with their typically developing peers in the general education setting to the maximum extent possible.

SE in Other Settings (Norwin 7.5%) (SPP Target 3.3%)

All of the students who are currently placed in Other Settings are at the secondary level, with 50% of them being in the twelfth grade. Most of the students currently in Other Settings were placed in Autism Support or Life Skills Support programs when they transitioned from Early Intervention. Over the last six years, Norwin School District has placed no students transitioning through Early Intervention into an outside Other Setting. Over the last six years, students transitioning from Early Intervention settings have been able to transition into District classrooms. When the District opened the Autism Support and Life Skills Support classrooms, all parents of students in Other Settings were contacted and encouraged to consider transitioning their student(s) back to Norwin campuses. Many parents took this opportunity, but many were not comfortable moving their children. Those students who remained in Other Settings will be gradually reduced as they reach the age of 21 or master the goals on their IEPs.

Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

A large percentage of the out of district placements are students at the secondary level who were placed as they transitioned from Early Intervention. These students receive services in Life Skills Support Classrooms and Autism Support Classrooms. In the last six years, no students have been placed from an Early Intervention setting to an outside placement.

There is a very small group of students who have been placed in outside placements from one of the District programs. Two students on the autism spectrum and three students with emotional support needs were placed at an approved private school because they required specific

behavioral interventions. The IEP team chose these more specialized setting because:

- (1) The student will receive greater benefit from education in a specialized setting than in a regular class (building);
- (2) The student is so disruptive as to significantly impair the education of the other students in the class.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

During the 2012/2013 school year, Norwin School District implemented school-wide positive behavior support through a grant provided by the Pennsylvania Department of Education. The initial roll-out of the program began at Hillcrest Intermediate School. The Hillcrest "Knights of the Hill" is based on a tiered system where 85% of the student population is served through universal supports. The behavioral expectations are clearly stated and displayed throughout the building. The behavioral expectations are explicitly taught using lesson plans designed by the PBS team. Students are provided the positive consequence of receiving a ticket when they are observed following the positive behavioral expectations outlined in "The Keys to the Castle". The tickets are placed on a "Noble Knights" shield with 200 spaces, in the same manner as the "Principal's 200 Club". When an entire line is completely filled with tickets a group reinforcement is provided to those students. The former "lunch detention" room has been transformed into the "Knight's Nook" where students must earn the privilege to eat lunch in the room with their friends.

Norwin School District was recently been awarded a grant from the Pennsylvania Department of Education to implement Positive Family Support. Positive Family Support is a program that promotes parents' use of positive reinforcement to improve student attendance, behavior at school, and completion of academic tasks. The cornerstone of Positive Family Support is that the parents' efforts are coordinated with those of the school staff. This approach is tightly linked with research and has shown demonstrated positive outcomes. Norwin School District was one of three districts statewide to be selected to pilot this program. Positive Family support is designed to complement School-Side Positive Behavior Interventions and Support.

Using the School Wide Positive Behavior Support and Family Based Support programs (in place and in planning stage respectively) at Hillcrest Intermediate School, the District will be able to expand School Wide Positive Behavior Support and Family Based Support using the programs at Hillcrest

Intermediate as a model.

In 2010, the District began contracting with Wesley Spectrum Services to provide a full-time School Based Behavioral Health Services therapist. The purpose was to reduce out-of-school placements and to support students with emotional and behavioral needs in the least restrictive environment. The full-time therapist provides group and individual counseling for students at all seven campuses. Additionally, the District provides space for a private insurance-based therapist to work with clients in the more accessible school setting.

Staff at all buildings are trained in Non-Violent Crisis Prevention Intervention (CPI) techniques. Buildings have teams of trained individuals that may be called upon to respond in the event of a student involved in an escalating crisis.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

Norwin School District has always been able to procure an appropriate placement for "Hard to Place Students". Pursuant to the Individuals with Disabilities Education Act and the litigation know as Cordero, the District will participate with other child-serving agencies in developing a plan for providing intensive interagency coordination to students with disabilities that cannot be appropriately educated in a public educational setting and who have waited more than 30 days for the provision of an appropriate educational placement, or who are at risk of waiting more than 30 days for the provision of an appropriate educational placement, or who are at risk of waiting more than 30 days for an appropriate educational placement.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Norwin School District Special Education Department strives to create an environment where the barriers are removed so that students with disabilities have access to the general curriculum. Meeting the needs of the special education student population in the least restrictive environment is set as the highest priority.

Norwin School District provides a continuum of services to meet the needs of all of its students. Currently, the District provides learning support, emotional support, life skills support, autism support, blind –visually impaired support, deaf and hard of hearing support, speech and language support, and deaf-blind support, physical support and multiple disabilities support. Related services including physical therapy, occupational therapy, counseling, nursing services, transportation, and audiology are provided through the IEP when the IEP team determines they are necessary to ensure implementation of the IEP. Students are provided with needed supplementary aids and services to ensure that they are educated in the general education environment to the maximum extent possible. Some highlights of our programs include community based instruction for students in the Life Skills Support and Autism Support classrooms, a PALS program to connect typically developing peers with students on the autism spectrum and students in the Life Skills Support Classrooms, You've Got a Friend Day (again connecting typically developing peers with students who have disabilities), and social skills groups are provided through a consultant from the Watson Institute and by District staff. Norwin School District provides for the use of research-based, data driven reading programs such as Reading Mastery, Recipe for Reading, Wilson Reading, Edmark, and Language! to provide reading intervention and instruction. Research based mathematics strategies and programs include TouchMath and Connecting Math Concepts. Additionally, Norwin School District provides for the use of sensory rooms for students on the autism spectrum, instruction in Braille for students who are blind and/or visually impaired, In addition, Norwin students have access to a wide range of assistive technology such as iPads and Solo Suite (assistive technology that includes word prediction) on desktop and laptop computers. There is also a School Wide Positive Behavior Support program in place at the intermediate school. Norwin School District was recently awarded an additional grant through PDE with a focus of Positive Family Support -- Family Check Up that will be implemented in the 2014/2015 school year. School Wide Positive Behavior Support and Positive Family Support-Family Check Up will provide a collaborative effort in engaging all members of the learning community to effectively address and remediate student behavior and/or academic difficulties.

Norwin has a comprehensive professional development model in place. Teachers complete a three-year induction process when hired with the district. During induction, teachers are trained in topics such as differentiated instruction, QUILT, literacy, STEM, assessment and data driven instruction, 21st century skills and special education topics. Each teacher is paired with a mentor teacher to help with acclimation and aid with individual professional development goals. Additionally, special education teachers that work in more specialized settings such as vision, autism support, emotional support and life skills have the opportunity to attend specific training in their area of concentration. Examples of this include the autism support teachers attending the Penn State Autism Conference each year in State College, the annual autism conference held at Westmoreland Intermediate Unit and various training through PaTTAN. Teachers are given the opportunity to attend the annual Technology Expo sponsored by PDE/PaTTAN. A group from the intermediate school attends and has presented at the annual Implementer's Forum (SWPBIS) sponsored by PDE/PaTTAN. Teachers are also required to work online in the Moodle environment where they complete book study discussions and complete several learning modules. During the third year of induction, teachers complete an action research project.

In addition to a strong induction program, Norwin is committed to providing high quality training for teachers and staff on an ongoing basis. District wide autism training are held to provide all teachers and staff with strategies to support students with autism across all settings. Many teachers and paraprofessionals are trained yearly in CPR and Nonviolent-Crisis Intervention Prevention (CPI). The addition of a teacher of the visually impaired and two occupational therapists has increased the District's ability to provide training that is specific to staff needs and tailored to improve outcomes by engaging knowledgeable professionals in working together as a team to improve student outcomes. Teachers also receive training in the following areas: Skyward and IEP writing, writing effective reevaluation reports, conducting functional behavior assessments, writing positive behavior support plans, school-wide positive behavior, progress monitoring, transition planning for students age 14 and older, and providing research based reading instruction and interventions.

Norwin is committed to providing training and supports to parents of students with disabilities. Parents of students in our autism support classrooms are invited to attend several parent meetings per year on various topics. Some of the topics include: using visual supports at home, teaching self-help skills, using iPads, sensory strategies for the home, cooking with your child, behavior supports for the home and community and teaching communication and social skills. Additionally, meetings for all parents of students with disabilities in the district are held on topics such as understanding use of ACCESS funds, advocating for students with special needs, and transition planning. Through the District's Parent Advisory Committee (PAC) parents are provided with information on School Wide Positive Behavior Support and other topics relative to meeting the needs of students with disabilities.

Norwin School District recognizes the need for a strong partnership and working relationship between the educational team and the parents/families on behalf of the student in Special Education. The partnerships formed between the educational team and parents of special needs students is based on mutual respect.

The Norwin Special Education Department offers an "open door" policy which allows parents/families to approach the department when looking for guidance, support, concerns, and discussions that surround their student in the Special Education Department. Parents are encouraged to participate and be involved with the educational team.

Norwin Special Education Department has the ability to be creative, energetic, and most importantly individualized in involving parents/families, students, educators, outside agencies, the community and the level of dedication to this mission is outstanding. In transitioning students to Norwin School District from more restrictive outside placements, the special education department has utilized the Supplementary Aides and Services (SaS) Toolkit to assist in guiding teams in planning appropriately and putting services and supports in place to enable students to learn successfully within the general education setting.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Penn Residential Inc.	Nonresident	Norwin School District	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Clairview School	Special Education Centers	LSS	8
Clelian Heights	Other	LSS	8
Northwestern Human Services-Herminie	Other	AS	4
New Story	Other	AS	2
PACE	Approved Private Schools	AS	2
PACE	Approved Private Schools	ES	3
WPSBC	Approved Private Schools	DB	1
WPSD	Approved Private Schools	DHOH	1

Special Education Program Profile

Program Position #1

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hahntown	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 10	10	0.67
Justification: Students are in inclusion classes with same age peers. They do not receive instruction in a special education classroom.							
Hahntown	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	5	0.33

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheridan Terrace	An Elementary School	A building in which General	Full-Time Special Education Class	Autistic Support	8 to 9	3	0.33

	Building	Education programs are operated					
Sheridan Terrace	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	3	0.33
Sheridan Terrace	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 9	3	0.34

Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheridan Terrace	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	16	0.88
Sheridan Terrace	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	2	0.12

Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheridan Terrace	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 9	3	0.43
Sheridan Terrace	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 10	3	0.43
Sheridan Terrace	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 11	1	0.14

Program Position #5*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheridan Terrace	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	8	0.5
Sheridan Terrace	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	2	0.12
Sunset Valley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	6	0.38

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Stewartsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.8
Stewartsville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	3	0.2

Program Position #7*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sunset Valley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	12	0.6
Sunset Valley	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	8	0.4

		programs are operated					
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Program Position #8*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sunset Valley	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 8	4	0.57
Sunset Valley	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 8	3	0.43

Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sunset Valley	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 12	5	0.83
Justification: The developmental needs of the students in this classroom are more closely aligned than would be apparent by their chronological ages. The IEPs for these students are appropriate to their developmental needs.							
Sunset Valley	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	11 to 11	1	0.17

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillcrest	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	19	1

Program Position #11

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillcrest	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 12	3	0.6
Hillcrest	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	12 to 12	2	0.4

Program Position #12

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillcrest	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	18	0.9
Hillcrest	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.1

Program Position #13

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillcrest	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	25	1

Program Position #14

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Norwin Middle School	A Middle School Building	A building in which General Education programs are	Itinerant	Learning Support	12 to 13	17	0.81

		operated					
Norwin Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	4	0.19

Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Norwin Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	10	0.53
Norwin Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	9	0.47

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Norwin Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 13	1	0.04
Norwin Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	16	0.72
Norwin Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	5	0.22

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Norwin High School	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	14 to 17	18	0.78

		operated					
Norwin High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.22

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Norwin High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	20	0.74
Norwin High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	6	0.26

Program Position #19*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Norwin High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	13	0.68
Norwin High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	6	0.32

Program Position #20*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Norwin High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 17	4	0.21
Norwin High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 17	1	0.06

Norwin High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	12	0.63
Norwin High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	2	0.1

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillcrest Intermediate	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 11	12	1

Program Position #22*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheridan Terrace	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 9	34	0.94
Justification: This position is a speech pathologist, students are seen individually or in small age-like groups.							
Norwin High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	17 to 17	1	0.02
Norwin Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 13	1	0.02

Program Position #23*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hahntown	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 9	24	0.75

Justification: This is a speech pathologist position, students are seen individually or in small age-like groups.							
Hillcrest	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 12	6	0.18
Norwin Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 13	2	0.06

Program Position #24*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sunset Valley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 9	21	0.47
Justification: This is a speech pathologist position, students are seen individually or in small age-like groups.							
Stewartsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 9	24	0.53
Justification: This is a speech pathologist position, students are seen individually or in small age-like groups.							

Program Position #25*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Norwin High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	24	0.85
Norwin High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	3	0.14

Program Position #26*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Norwin High School	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	14 to 17	18	0.69

		operated					
Norwin High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	7	0.31

Program Position #27*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Norwin High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	18 to 18	1	0.4
Sunset Valley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.4
Hahntown	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	6 to 6	1	0.1
Stewartsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	10 to 10	1	0.1

Program Position #28*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheridan Terrace	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	7 to 7	1	0.14
Norwin Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 13	2	0.29
Norwin High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 14	2	0.29
Hillcrest	An	A building in	Itinerant	Deaf and	10 to	1	0.14

	Elementary School Building	which General Education programs are operated		Hearing Impaired Support	10		
Hahntown	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 8	1	0.14

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	Norwin High School	15
Paraprofessional	Norwin Middle School	5
Paraprofessional	Hillcrest	8
Paraprofessional	Hahntown	1
Paraprofessional	Sheridan Terrace	9
Paraprofessional	Sunset Valley	9
Paraprofessional	Stewartsville	2
Occupational Therapist	Sheridan Terrace, Hahntown, Hillcrest	1
School Psychologist	Sunset Valley	1
School Psychologist	Sheridan Terrace	1
Occupational Therapist	Stewartsville, Sunset Valley, Norwin Middle School	1
Director of Special Education	Stewartsville, Sunset Valley, Hahntown, Sheridan Terrace, Hillcrest, NMS, NHS	1
Emotional Support Teacher	Elementary Schools	1
Special Education Secretary (ACCESS)	Administration Building	1
Special Education Secretary (IEP Group)	Administration Building	1
Special Education Secretary (GIEP, 504, Related Services)	Administration Building	1
Certified School Nurse	Stewartsville	0.1
Certified School Nurse	Sheridan Terrace	0.1
Certified School Nurse	Norwin Middle School	0.1
Certified School Nurse	Norwin High School	0.1
Health Office Assistant (Nurse)	Hahntown	0.1
Health Office Assistant (Nurse)	Hillcrest	0.1
Health Office Assistant (Nurse)	Hahntown	0.1
Transition	Norwin High School	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Based Behavioral Health Social Worker	Outside Contractor	5 Days
Autism Support Consultant	Outside Contractor	2 Hours
Social Worker Autism Support	Outside Contractor	1 Hours
Physical Therapist	Intermediate Unit	2 Days
Transportation	Outside Contractor	5 Days
Transportation	Intermediate Unit	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Students on the autism spectrum will be serviced within the general education setting at a higher percentage of time. Students on the autism spectrum will be included in the general education setting for an increased amount of time.</p> <p>Classroom observations and walkthroughs will evaluate the teacher's knowledge and implementation of effective teaching strategies.</p> <p>Classroom observations and walkthroughs will evaluate the teacher's implementation of the student's IEP including Specially Designed Instruction.</p>
Person Responsible	School Principal, Director of Special Education
Start Date	8/18/2014
End Date	5/29/2017
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	9
# of Participants Per Session	50
Provider	Norwin School District and PaTTAN, WIU7, The Watson Institute
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>

	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>

	Lesson modeling with mentoring
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Portfolio</p>

Behavior Support

Description	<p>School wide positive behavior support core teams will be in place at elementary buildings. Staff development will be provided to guide building core teams in the implementation of positive behavior support. Clear behavioral expectations will be taught using specific lesson plans and students will be acknowledged for demonstrating the desired behaviors.</p> <p>Staff development will be provided in the use of a tiered approach to behavioral intervention, with tier 1 representing universal supports in place for all students, tier 2 representing small group interventions for 10-15% of students, and tier 3 representing the most intense individual supports for 5-10% of students.</p> <p>Core teams at each building will meet regularly to analyze student discipline data and make recommendations to administration regarding the implementation of behavior support and to identify staff development needs.</p>
Person Responsible	Building Principal, Director of Special Education
Start Date	8/19/2014
End Date	5/26/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	9
# of Participants Per Session	50
Provider	Norwin School District
Provider Type	School Entity

PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA 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.
Training Format	Series of Workshops School Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

	Participant survey Review of written reports summarizing instructional activity
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Paraprofessional

Description	The paraprofessional will provide effective instructional assistance in the classroom by demonstrating knowledge and skills in the following areas: characteristics of learners, instructional content and practice, collection of data to assist in progress monitoring, supporting the teaching and learning environment, managing student behavior and social interaction skills, and non-violent crisis intervention (de-escalating individuals to avoid escalation of a crisis).
Person Responsible	Building Principal, Director of Special Education, Special Education Teacher
Start Date	8/19/2014
End Date	5/26/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	9
# of Participants Per Session	10
Provider	Norwin School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops School Whole Group Presentation Department Focused Presentation Online-Synchronous</p>
Participant Roles	<p>Classroom teachers Paraprofessional Other educational specialists Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data Classroom student assessment data</p>

	<p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
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Reading NCLB #1

Description	<p>Students will be instructed in reading utilizing teaching methods that are based on scientific research and proven to provide replicable and applicable results.</p> <p>Student progress in reading will be monitored and only scientifically proven and research based interventions will be utilized in remediating reading skills that fall below expected levels.</p> <p>Decisions regarding small group and individual reading interventions will be made on the basis of objective data that is collected.</p> <p>The IEP group will show progress in the percentage of students who rank proficient or advanced on the PSSA assessment in Reading.</p>
Person Responsible	School Principal, Director of Special Education, Special Education Teachers
Start Date	8/19/2014
End Date	5/26/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	9
# of Participants Per Session	10
Provider	Norwin school District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school or LEA administrators, and other educators seeking leadership roles	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.
Training Format	Series of Workshops Department Focused Presentation
Participant Roles	Classroom teachers New Staff
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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 Lesson modeling with mentoring
Evaluation Methods	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 Classroom student assessment data Review of written reports summarizing instructional activity

Transition

Description	Representatives of outside agencies that support transition services for special education students are invited (with parent consent) to attend and participate in IEP meetings. Measurable postsecondary goals are based on age-appropriate transition assessments.
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	Measurable annual IEP goals are based on needs identified in present levels that will enable the student to meet postsecondary goals. The drop-out rate for students with IEPs will be at zero.
Person Responsible	Building Principal, Director of Special Education, Special Education Teachers
Start Date	8/19/2014
End Date	5/26/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	9
# of Participants Per Session	8
Provider	Norwin School District, WIU7
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

Training Format	<p>Series of Workshops Live Webinar Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Related Service Personnel</p>
Grade Levels	<p>Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity</p>

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

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 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 affirms 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.

No signature has been provided

Board President

No signature has been provided

Chief School Administrator