
Pennsylvania Department of Education



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

Special Education Report

Tuesday, November 01, 2011
(Last Approved: Friday, May 13, 2011)

Entity: Warwick SD
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Contact Name: April Hershey

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Warwick SD	Lancaster-Lebanon IU 13	Dr. April Hershey	6	4536	587

District Special Education Contact:

Name	Title	Phone	Fax	Email
Yvette Line-Koller	Director of Student Services	717-626-3734	717-626-3850	yline-koller@warwicksd.org

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Amy Martin	Elementary Music Teacher, Strategic Planning Committee	Elementary School Teacher	Voted in by peers
Brennan Ganteaume	Secondary level student, Strategic Planning Committee	Other	Administration
Cathy Gonzales	Parent, Strategic Planning Committee	Parent	Administration
Dr. Keith Floyd	Assistant Superintendent for Elementary, Strategic Planning Committee	Administrator	School Board
Dr. Robin Felty	Assistant Superintendent for Secondary, Strategic Planning Committee	Administrator	School Board
Erin Smith	Special Education, Strategic Planning Committee	Special Education Representative	Administration
Jarrett Falduts	Secondary Teacher, Strategic Planning Committee	Special Education Teacher	Administration
Lori Earle	Elementary School Psychologist, Strategic Planning Committee	Ed Specialist - School Psychologist	Administration
Melanie Calender	Elementary Principal, Strategic Planning Committee	Administrator	School Board
Susan Gerencser	Secondary level student, Strategic Planning Committee	Other	Administration
Tracey Weller	High School Assistant Principal, Strategic Planning Committee	Administrator	Administration
Yvette Line-Koller	Supervisor of Student Services	Special Education Representative	School Board

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

Current Program Strengths and Highlights

Current Program Strengths and Highlights

- The district uses a web-based service that has been created in-house, and individualized to meet the needs of the Warwick School District. It includes a data management tool, as well as a student services database that provides users (administrators, teachers, and psychologists) with the ability to create and manage special education forms, and maintain federally regulated timelines.
- A response to intervention and instruction framework has been implemented K-6 for all four elementary schools, with research-based practices and programs for all students.
- The secondary level has implemented a reading framework to provide assessments, research-based programs, and progress monitoring in the area of Reading.
- Psychological services and counseling services are provided to students as needed at each building. Each elementary school has a school psychologist and two learning facilitators. At the middle school, we have a school psychologist and two school counselors. At the high school, we have a school psychologist and four school counselors.
- Warwick School District is committed to meeting the unique needs of individual students. This is evidenced by the low student-staff ratio, the development of individualized programs to meet the needs of students, contracts for private evaluators/consultants when needed, and the involvement of community-based mental health supports in the schools.
- Warwick School District uses scientifically research-based reading curriculums (Reading Mastery, Corrective Reading, Wilson, ALL, Jamestown, and Edmark) in the special education programs to address the different learning styles and when progress is not evident when instructed in the district reading curriculum.
- Every student with special needs share environments with their non-disabled peers throughout each day. This occurs through academic integration and/or social integration and/or reverse inclusion experiences.
- Progress in reading and math is assessed through standardized probes (included but not limited to: AimsWeb, Dibels, 4-Sight) in all grades. This continuum of assessment provides constant feedback regarding student progress throughout the district.
- District provides time to special education teachers to write reevaluation reports and IEPs by employing substitutes. This option is provided upon request and is based on caseload needs.
- There are common planning periods (regularly scheduled and/or periodically scheduled) for regular/special education teachers who share students.
- The district uses web grades, an electronic grading program. This allows for continual and up-to-the-minute feedback to parents regarding academic progress.
- The district employs paraprofessionals to support students in general and special education environments.
- The district provides training for all paraprofessionals in Crisis Management, CPR, First Aid, and AED.

Identifying Students with Learning Disabilities

The District has implemented a Response to Instruction and Intervention (RTII) model for the identification of Specific Learning Disability in the area of literacy in grades K-6 in all elementary buildings. The District submitted applications for approval from the PA Bureau of Special Education to use the RTII model for identifying SLD and received it in all four elementary buildings. This model: (1) emphasizes early intervention in the general education learning environment, (2) maximizes all staff's expertise and services, and makes effective use of all existing resources, (3) assesses the student's strengths and needs based on their academic performance in the general education setting, (4) delivers interventions in the general education environment that are based on observable, reliable, and measurable information, (5) frequently

and directly monitors and charts student response to interventions, (6) de-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a timely manner.

The District has implemented comprehensive universal screening and progress monitoring, which is norm-referenced, criterion-referenced, formative, and diagnostic. The assessment program includes benchmarks, as well as progress monitoring, assessments conducted by the classroom teacher and other professional staff. The staff gather formative assessment data and collaborate with colleagues to make data-based instructional decisions. The District has implemented a multi-tier assessment and intervention model, which includes parent notification and involvement, is prevention-oriented and where each tier provides a greater degree of intensive and supportive intervention and assessment in response to student need. Supplemental intervention offers small group instruction, previewing/reviewing of content, a higher degree of corrective feedback, more time on difficult tasks, teaching to mastery, increased opportunities to respond, more frequent progress monitoring, and fewer transitions. This is only delivered in conjunction with classroom instruction so that the classroom teacher never transfers ownership or responsibility for the solution to the instructional problem to other staff. Students with more intensive needs are provided intervention which is more intensive and of longer duration and may include specially-designed instruction. General education, remedial education, and special education are working together as a unified team, with the same goal — to ensure that all students can learn and reach a level of proficiency.

The general education classroom has been identified as the first line of intervention. Teachers differentiate instruction based on student need and the role of the classroom teacher has been redefined to reflect that expectation. Students are flexibly grouped according to their skills, as assessed through formative assessments. Students are provided scientifically-validated interventions and assessments in the classroom and all teachers have been trained in the tools available. When students are identified as at-risk, they are provided with additional scientifically-validated intervention to increase the student's rate of learning in the general education classroom by the general education teacher. Some students are also provided with supplemental intervention of the same or similar scientifically-based intervention. The District "Intervention Specialists" provide the supplemental intervention either in or out of the regular classroom. Students who participate in flexible intervention groups may come from several classrooms as groups are determined by skill, and not by homeroom.

The building principals along with core team members (school psychologists and learning facilitators) oversee the assessment and data collection process, assist the staff in utilizing the data gathered to inform instructional decisions, ensure instructional fidelity, and provide modeling as deemed necessary. Grade level meetings are held on a monthly basis or bi-monthly basis in order to systematically review student-specific and school-wide data trends in academic and behavior performance. The data is utilized to adjust flexible skills-based instructional groups, modify academic interventions, and identify patterns and solutions.

In evaluating student response to intervention, the staff during grade level meetings: (a) examine the development in skills over time, (b) examine the rate of the student's response to the intervention(s), and (c) discuss the amount and intensity of resources that may be necessary to create or sustain a positive response. Data for all students are stored electronically and the student's response to intervention is reviewed and graphed to allow for determination of each student's performance.

If the response to intervention is questionable, the core team arranges for a Student Support Team (SST) meeting. During the SST meeting the team reviews the progress monitoring data and establishes an intervention plan. The intervention is implemented and students who are deemed as unresponsive to Tier 3 interventions could be considered for a special education evaluation.

Referral for special education and decisions to identify a student for special education services are made based on data and after a plan of intervention has been implemented for a sufficient amount of time and student response has been repeatedly measured. Lack of appropriate instruction is ruled out through the intervention and repeated assessment process, which includes implementation of an instructional intervention as well as observations of routine classroom instruction to ensure instructional and assessment integrity. Decisions to identify a student are made if students are not proficient on Pennsylvania State Standards, have a significant skills deficit relative to peers (level), and if they are not showing significant response to scientifically-validated intervention. No single piece of data or score collected directly determines special education eligibility. In all cases, interventions, progress monitoring assessments, and observations are conducted prior to any disability determination and in conjunction with any parent requested evaluation. If a parent requests a school-age evaluation, the school team meets with the family and reviews the data regarding progress that is being made and to discuss next steps in the process (continuation of interventions or continuation of interventions while conducting an evaluation). When considering a student for a specific learning disability, all evaluations carefully consider whether the student's level and rate of learning are the result of sensory disabilities, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage, limited English proficiency, or lack of exposure to appropriate evidence-based instruction.

This District continues to utilize the Discrepancy model for the identification of Specific Learning Disability in the areas of Math and Written Expression in grades K-6 and in all areas, including literacy, in grades 7-12. That includes obtaining a measure of general cognitive ability for the student and measures of standardized achievement in the academic area being considered. If a discrepancy can be demonstrated between the measure of cognitive ability and the measure of achievement, a Specific Learning Disability is identified. As in evaluations conducted using the RTII model, these evaluations also carefully consider and rule out learning difficulties due to sensory disabilities, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage, limited English proficiency or lack of exposure to appropriate evidence-based instruction.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Not significantly disproportionate.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs as of Dec 1
House of His	Warwick School District	0

Creation

Nonresident Students Oversight

The School Guidance Counselors, Administrators, and District Office Staff in the Warwick School District locate and identify any student within the district, who is placed in a host home. After students have been located, the district conducts an evaluation (when necessary), and identifies the student as a student with a disability (if information in the Evaluation Report identifies the student as a student with a disability, and in need of Specially Designed Instruction). The district then convenes an Individualized Education Program meeting, to create an appropriate plan that will meet the individualized needs of the student. Utilizing information in the IEP, the team begins to provide FAPE in the Least Restrictive Environment possible.

There are not any problems that exist with meeting the obligations under 1306. The district has a strong team of personnel that work together in identifying students under 1306, and ensuring FAPE is provided in the Least Restrictive Environment possible.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs as of Dec 1
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N/A	N/A	0
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Incarcerated Students Oversight

In the event that a student becomes incarcerated, the Warwick School District would receive a record request from the correctional facility educational unit. Warwick would process this request through the Student Services office and appropriate building office. As the LEA, we would continue to support and monitor the child's educational program.

Least Restrictive Environment 34 CFR §300.114

Ensuring Maximum Integration

Warwick School District continues to be committed to (1) educating its students within the boundaries of the school district and (2) involving students in the general curriculum/environment for the maximum amount of time appropriate for the individual students. Only after all supports and resources are exhausted does the district consider settings outside of the district. Obviously, this does not include those placements that are made through the judicial or protective service systems. A full continuum of services are available in the district or in conjunction with the intermediate unit and/or surrounding districts. The IEP teams including parents and students (when appropriate) determine services and programs for students with disabilities. The historical data regarding Complaints, Due Process Hearings, and Mediations attest to the planning and parent involvement that occurs in the decision-making process.

There is opportunity at all levels for ongoing collaboration between parents, administrators, students, teachers, and support staff regarding students' needs and successes. When there are needs for assistive technology, related services, instructional accommodations and/or transition services, etc., teams are convened to initiate the process for securing the service needed. The building principals, Supervisor of Students Services, and Supervisor of Special Education are empowered to make decisions regarding fiscal obligations. This continues to minimize the obstacles that can delay the process of planning for students. Additionally, the district employs

47 paraprofessionals, including 22 that function as individual/personal care assistants. These individuals are in place to support students in the least restrictive environments.

Decisions involved in placements in residential settings are interagency team decisions. Once a placement is secured, a district representative attends meetings or arranges for telephone conferences. The district representative continues to monitor the progress of the student within the residential setting.

Supplementary Aids and Services

Service/Resource	Description
Behavioral Supports & Wrap-Around Service Providers	Mental health behavioral supports serve children diagnosed with a mental/behavioral health disorder and their families. Services could include: crisis intervention, conflict resolution techniques, anger management, and immediate behavioral reinforcement. Services can be provided in the home, school or community settings.
Co-Teaching Services & Supports	In order to continue with best inclusive practices, the District has embraced and implemented K-12 co-teaching services. Ongoing training and staff development opportunities are provided for staff members K-12 to ensure that support services are focussed on team teaching services. Using this model, the general education and special education teachers work together to teach students with/without disabilities in a shared classroom. Both can be responsible for instruction planning and delivery, student achievement, assessment, and discipline. Students receive age-appropriate academics, support services, and possible modified instruction.
Lancaster County MH/MR	Provides a variety of support services for students and families based on eligibility and need. The following services, while not inclusive, are utilized by the district: case management, CASSP, OVR, juvenile probation, Youth Intervention Center, Crisis Intervention, and Children & Youth Services.
Lancaster-Lebanon IU 13	Lancaster-Lebanon Intermediate Unit 13 (IU 13), one of 29 intermediate units across Pennsylvania, is a regional educational agency whose mission is to assist local school districts to enhance educational opportunities by providing quality, cost-effective services. IU 13 is a leader in recognizing the needs of schools and in implementing programs to meet those needs. assist local school districts to enhance educational opportunities by providing quality, cost effective services.
Learning Facilitator Services	Responsible for the consultation with staff members regarding the adaptation of programs and services to meet student learning and behavioral needs. Facilitate all academic, social and behavioral health interventions for all students. Provide student observation, student assessment. Recommend intervention strategies, programs, or services designed to improve student learning to staff members, parents, or other appropriate resource persons. Serve as liaison to community mental health service agencies related to student services.
Occupational Therapists	The district works collaboratively with occupational therapists to provide appropriate occupational therapy within the education setting. Therapists provide consultation services and work with teachers to plan and develop activities that include all students in education settings.
Paraprofessionals	The district works collaboratively with paraprofessionals within the classroom setting to ensure that all students are able to access the

PaTTAN	<p>curriculum and supports offered within the school environment.</p> <p>The Pennsylvania Training and Technical Assistance Network (PaTTAN) is an initiative of the Pennsylvania Department of Education, Bureau of Special Education. PaTTAN supports the Department of Education's efforts to lead and serve the educational community by offering professional development that builds the capacity of local educational agencies to meet students' needs. PaTTAN's primary focus is special education. However, services are also provided to support Early Intervention, student assessment, tutoring and other partnership efforts, all designed to help students succeed.</p>
Physical Therapists	The district works collaboratively with physical therapists to provide appropriate physical therapy within the education setting. Therapists provide consultation services and work with teachers to plan and develop activities that include all students in education settings.
Psychological Services	School Psychologists assist with program planning and delivery of student services from elementary through high school. They serve as consultants to school personnel on matters related to individual students, special education, assessment, and topics within the realm of school psychology. Services most typically include observation and data review/assessment in order to assist with recommendations for educational planning, but may also include individual and small group counseling in conjunction with the school counselors and/or learning facilitators.
Social Work Services	The District Home and School Visitor serves as a liaison between school and student home on attendance/truancy issues; liaison between school and community groups providing outreach and benefit programs for special needs students; responsible party for determination of student eligibility for a variety of school and community benefit programs.
Speech Therapists	Speech and Language therapists work collaboratively with general and special education teachers to provide appropriate speech and language services within the education setting. Therapists provide consultation services and work with staff to plan and accommodate learning activities that are appropriate based on individual student needs.

LRE Data Analysis

Personnel Development Activities

Topic: Educational Environment: Students will participate outside the regular class < 21% of the time by transitioning into programming with more co-teaching and supplemental aides and services supports.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2011, Fall 2011, and Spring 2012	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff,	Workshops with Joint Planning Periods, Conferences	Target: Decrease amount of SE outside Regular Class <21% by

Related Service
Personnel

3% over the life of the Plan or 1% for 2011-2012, 2012-2013, and 2013-2014.

2011-2012 School
Year

High School:
Continue to support and review team teaching in the areas of math and English. Refine additional remediation opportunities in Reading and Math in the general education curriculum, for all students. Provide Emotional Support services. Access Itinerant Autistic Support services, to support students with Specially Designed Instruction. A full-time school psychologist will provide counseling supports to students. Provide professional development on differentiated instruction, using assessment to inform instructional decision making, and instructional best practices.

Middle School:
Continue service delivery to allow a special education teacher on each team, increase push-in support and increase the amount of

				<p>inclusion in the general education classes. Provide Itinerant Autistic Support services to allow for maximum integration of students. Provide professional development on differentiated instruction, using assessment to inform instructional decision making, and instructional best practices.</p> <p>Elementary: Refine elementary RtII framework in the areas of math and reading. Continue to refine available intervention options for the non-responders of RtII. Provide Itinerant Autistic Support services to allow for maximum integration of students, using Specially Designed Instruction. Provide professional development on differentiated instruction, using assessment to inform instructional decision making, and instructional best practices.</p>
Summer 2012, Fall 2012, and Spring 2013	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Target: Decrease amount of SE outside Regular Class <21% by 3% over the life of the Plan or 1% for

				2011-2012, 2012-2013, and 2013-2014.
				2012-2013 School Year High School: Review team teaching in the areas of math and English. Continue with emotional support services. Continue with full-time school psychologist to provide psychological counseling services.
				Middle School: Review service delivery model and refine as deemed necessary.
				Elementary: Refine elementary RtII framework in the areas of math and reading. Continue refining the implementation of the Elementary Writing program. Provide Itinerant Autistic Support services to allow for maximum integration of students, using Specially Designed Instruction
Summer 2013, Fall 2013, and Spring 2014	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Target: Decrease amount of SE outside Regular Class <21% by 3% over the life of the Plan or 1% for 2011-2012, 2012-2013, and 2013-

2014.

2013-2014 School Year

High School:
Review team teaching in the areas of math and English. Continue with emotional support services. Continue with full-time school psychologist to provide psychological counseling services.

Middle School:
Review service delivery model and refine as deemed necessary.

Elementary:
Review service delivery model and refine as deemed necessary.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Akron Elementary School	Neighboring School Districts	Hearing Support	1
Camphill Special School	Approved Private Schools	Life Skills Support	1
Clay Elementary School	Neighboring School Districts	Life Skills Support	2
Community School-West	Special Education Centers	Emotional Support	1
Devereux-Kanner Center	Approved Private Schools	Autistic Support	2
Ephrata Middle School	Neighboring School Districts	Emotional Support	1
Manheim Central Middle School	Neighboring School Districts	Emotional Support	2
Fairland Elementary School	Special Education Centers	Emotional Support	1
Landisville Middle School	Neighboring School	Multi-Disabilities	1

	Districts	Support	
Manheim Education Center	Special Education Centers	Emotional Support	1
Northwestern Human Services	Special Education Centers	Autistic Support	1
Reidenbaugh Elementary School	Neighboring School Districts	Autistic Support	1
Penn Manor High School	Neighboring School Districts	Autistic Support	1
Vista School	Approved Private Schools	Autistic Support	2
Western PA School for the Deaf	Approved Private Schools	Hearing Support	1

Personnel Development for Improved Student Results

Personnel Development - PA NCLB Goal #1

Reflections

- **Legacy Dataview 1084**

Strength Last Modified: 7/16/2011

The WSD is pleased with the overall performance of our students in regards to meeting the AYP targets in the areas of attendance, graduation rates, academic performance, and test participation. During the 2009-2010 school year Warwick High School was able to meet AYP targets in all schools and across all grade spans. In 2010, the IEP subgroup in grade span 9-12, reached the AYP target utilizing the Safe Harbor model. This subgroup had not made AYP in the year 2009 and was targeted for additional intervention in order to make AYP. This effort was successful. Preliminary data for the 2011 school year show the possibility that the subgroup will make AYP.

- **Legacy Dataview 1085**

Strength Last Modified:

Graduation and attendance rates remain high and stable. Strong efforts are made annually to ensure high participations rates. Academic performance meets AYP criteria. Differentials in scores between band groups are reason for further analysis and study.

- **Legacy Dataview 1086**

Strength Last Modified:

Overall academic achievement in the area of mathematics continues to exceed current AYP criteria.

- **Legacy Dataview 1087**

Concern Last Modified:

PSSA performance levels for Mathematics show an overall flat-line, with a slight declining

trend at the high school level.

- **Legacy Dataview 1088**

Concern Last Modified: 7/16/2011

Overall data suggests that AYP is being met at the elementary level. We are concerned that advanced/proficient performance levels have not risen above the 90% level. The district is studying targeted mathematic interventions at the elementary level to address this concern.

- **Legacy Dataview 1153**

Concern Last Modified: 7/16/2011

All sub-groups made AYP in the 2009-2010 school year. The school district continues to be proactive in having all students (including sub-groups) make AYP. The school district realizes the challenges of the IEP sub group and is making a concerted effort to improve performance. Preliminary data for the 2010-2011 school year shows the possibility that the IEP subgroup might have achieved AYP.

Concern Last Modified: 7/16/2011

The district continues to monitor and increase the progress of economically disadvantaged students, even though they are not a subgroup recognized in our AYP reports. The district will continue to identify these students and work with them to increase achievement.

- **Legacy Dataview 1155**

Strength Last Modified:

Overall performance in reading is positive. The district is committed to increasing scores at all levels by using proven scientific strategies that work.

- **Legacy Dataview 1157**

Strength Last Modified: 4/8/2011

All sub-groups made AYP in the 2009-2010 school year. The school district continues to be proactive in having all students (including sub-groups) make AYP. The school district realizes the challenges of the IEP sub group and is making a concerted effort to improve performance.

- **Legacy Dataview 1163**

Strength Last Modified: 4/8/2011

Enrollment is stable. Current enrollment (March 2011) shows the district is at 4536 students.

- **Legacy Dataview 1168**

Strength Last Modified:

The WSD has appropriate staff to meet the needs of all its students. All staff members meet highly qualified status.

- **Legacy Dataview 1170**

Strength Last Modified:

The WSD has a highly qualified and experienced staff to serve the needs of our students.

- **Legacy Dataview 1977**

Concern Last Modified:

The district recognizes, however, that there are still academic challenges that have to be addressed. During the 06-07 school year, the percentage of students proficient or above in math district wide was at 79%. The district wide percentage of students proficient or above for IEP (46%), ELL (46%), and economically disadvantaged (58%) was not as high. During the 06-07 school year, the percentage of students proficient or above in reading district wide was at 77%. The district wide percentage of students proficient or above for IEP (40%), ELL (38%), and economically disadvantaged (54%) was not as high. The district will continue to monitor the IEP, ELL, and economically disadvantaged data closely.

- **Legacy Dataview 1978**

Strength Last Modified:

The WSD continues to be strengthened by the overall support of the community as a whole.

- **Legacy Dataview 2001**

Strength Last Modified:

WSD strives to collaborate with a variety of local, state and federal organizations to ensure effective communication at all levels. These resources encompass academic, social, emotional, and civic responsibilities of our students and staff.

- **Legacy Dataview 2002**

Strength Last Modified:

Excellent partners! These organizations aide in enhancing the educational opportunities of our students. The WSD and these organizations work collaboratively to provide each other with the necessary information to provide eligible students with the support services they need in order to be successful in their school, home and community settings.

- **Legacy Dataview 2003**

Strength Last Modified:

The WSD provides a wide continuum of services with the benefit of district, community, local and state-wide resources. These comprehensive services support students from preschool age through adulthood to promote a successful educational environment.

Base Line Data

The WSD is pleased with the overall performance of our students in regards to meeting the AYP targets in the areas of attendance, graduation rates, academic performance, and test

participation. During the 2009-2010 school year Warwick High School was able to meet AYP targets in all schools and across all grade spans. In 2010, the IEP subgroup in grade span 9-12, reached the AYP target utilizing the Safe Harbor model. This subgroup had not made AYP in the year 2009 and was targeted for additional intervention in order to make AYP. This effort was successful.

WSD strives to collaborate with a variety of local, state and federal organizations to ensure effective communication at all levels. These resources encompass academic, social, emotional, and civic responsibilities of our students and staff. Therefore, the Warwick School District is able to provide a wide continuum of services with the benefit of district, community, local and state-wide resources. These comprehensive services support students from preschool age through adulthood to promote a successful educational environment. Overall academic achievement in the area of mathematics continues to exceed current AYP criteria.

Personnel Development Activities

Topic: Reading: Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2011, Fall 2011, Spring 2012, Summer 2012, Fall 2012, Spring 2013, Summer 2013, Fall 2013, and Spring 2014	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	<p>Year 1: Training will be provided during the summer and fall. The district will use PSSA data as well as PVAAS statistical analysis system to analyze longitudinal data of students' performance on these assessments to determine individual growth. Increase Reading PSSA scores for students reaching proficiency by 10%.</p> <p>Year 2: Training will be provided during the summer and fall. The district will use PSSA data as well as PVAAS statistical analysis system to analyze</p>

longitudinal data of students' performance on these assessments to determine individual growth. Increase Reading PSSA scores for students reaching proficiency by 10%.

Year 3: Training will be provided during the summer and fall. The district will use PSSA data as well as PVAAS statistical analysis system to analyze longitudinal data of students' performance on these assessments to determine individual growth. Increase Reading PSSA scores for students reaching proficiency by 10%.

Topic: Math: Our students with disabilities met AYP in Math. In Math, students with IEP's met the target by scoring an average of 46% proficient. In Reading, students with IEP's scored 40% proficient.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2011, Fall 2011, Spring 2012, Summer 2012, Fall 2012, Spring 2013, Summer 2013, Fall 2013, Spring	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Year 1: Training will be provided during the summer and fall. The district will use PSSA data as well as PVAAS statistical analysis system to analyze longitudinal data of students'

2014

performance on these assessments to determine individual growth. Increase Math PSSA scores for students reaching proficiency by 10%.

Year 2: Year 1:
Training will be provided during the summer and fall. The district will use PSSA data as well as PVAAS statistical analysis system to analyze longitudinal data of students' performance on these assessments to determine individual growth. Increase Math PSSA scores for students reaching proficiency by 10%.

Year 3: Year 1:
Training will be provided during the summer and fall. The district will use PSSA data as well as PVAAS statistical analysis system to analyze longitudinal data of students' performance on these assessments to determine individual growth. Increase Math PSSA scores for students reaching proficiency by 10%.

Qualified Staff

Reflections

- **Legacy Dataview 1084**

Strength Last Modified: 7/16/2011

The WSD is pleased with the overall performance of our students in regards to meeting the AYP targets in the areas of attendance, graduation rates, academic performance, and test participation. During the 2009-2010 school year Warwick High School was able to meet AYP targets in all schools and across all grade spans. In 2010, the IEP subgroup in grade span 9-12, reached the AYP target utilizing the Safe Harbor model. This subgroup had not made AYP in the year 2009 and was targeted for additional intervention in order to make AYP. This effort was successful. Preliminary data for the 2011 school year show the possibility that the subgroup will make AYP.

- **Legacy Dataview 1085**

Strength Last Modified:

Graduation and attendance rates remain high and stable. Strong efforts are made annually to ensure high participations rates. Academic performance meets AYP criteria. Differentials in scores between band groups are reason for further analysis and study.

Base Line Data

Warwick School District continues to provide staff training for all qualified teaching professionals, as well as, paraprofessionals. To date, 100% of Warwick School District teaching staff are considered highly qualified. Training continues to be provided to these professionals, utilizing staff development activities/trainings conducted a minimum of 5 times throughout the school year, through district-wide trainings, faculty meetings, or direct one-one contact of teaching professionals.

The district continues to identify an area of need for training, is training for Autism. 100% of our new teachers are provided with an overview of students with Autism, and their needs through the induction process. Special Education personnel in the district also provide their peers with instruction on the needs of students with Autism. For example, language needs, transitions, visual schedules, and sensory issues. Warwick School District contracts with the Intermediate Unit to provide Itinerant Autistic Support services to 5% of our teachers within the district. The information the Itinerant Autistic Support professional provides to the teachers, is then shared with the paraprofessionals within the district, that support the specific students.

Warwick School District will continue to provide trainings to paraprofessional staff in order to receive 100% of the hours required to remain highly qualified.

Personnel Development Activities

Topic: AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2011, Fall of 2011, Spring of 2011, Summer of 2012, Fall of 2012, Spring of 2013, Summer of 2013, Fall of 2013, and Spring of 2014.	PATTAN Staff, IU Staff	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Faculty Meetings and District trainings	<p>Year 1: Staff development opportunities will continue to be provided for 100% of new teachers during teacher induction and will continue to be provided for 100% of professional staff throughout the school year, on students with Autism. The district will begin working with an Itinerant Autistic Support provider (employed by the district) to begin providing supports to 10% of classroom teachers and team members, allowing for students with Autism to participate in the curriculum in the LRE possible. The evidence that staff development opportunities are meeting the needs of student's with Autism in the Least Restrictive Environment, will be demonstrated by increased student academic achievement. Students with Autism will reach AYP targets as outlined in No Child Left Behind.</p> <p>Year 2: Continue to expand and monitor the needs</p>

of students with Autism. The district will continue to work collaboratively with Itinerant Autistic Support professional (hired by the district), who will support staff development opportunities (through in-service opportunities involving Autism training that will be provided during teacher induction and throughout the school year. The Itinerant Autistic Support professional, will continue to collaborate with 10% classroom teachers to provide services with students with Autism in the education environment.

Year 3: Continue to expand and monitor the needs of students with Autism. The district will continue to work collaboratively with Itinerant Autistic Support professional (employed by the district), who will support staff development opportunities that will be provided during teacher induction and throughout the school year. The Itinerant Autistic Support

professional, will continue to collaborate with 10% of classroom teachers to provide services with students with Autism in the education environment. The 2012-2013 Special Education Data Report will continue to reflect that students with Autism are supported in the least restrictive environment possible, with a 3% decrease in Supplemental Supports provided.

Topic: ROLE OF PARAEDUCATOR: Paraeducators are required to have 20 hours of staff development annually

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2011, Fall 2011, Spring 2012, Summer 2012, Fall 2012, Spring 2013, Summer 2013, Fall 2013, Spring 2014	PATTAN Staff, IU Staff	Paraprofessional	On-site Training with Guided Practice, Conferences	Year 1: Personnel will develop an improved understanding of how to meet the needs of students with disabilities. Annual training workshop will be conducted throughout the school year. Knowledge should be evidenced through differentiated instruction and implementation of IEPs within the general education setting. NOTE: PCAs will be required to keep

the certification in CPR, AED and first aid.

Year 2: Personnel will develop an improved understanding of how to meet the needs of students with disabilities. Annual training workshop will be conducted throughout the school year. Knowledge should be evidenced through differentiated instruction and implementation of IEPs within the general education setting. NOTE: PCAs will be required to keep the certification in CPR, AED and first aid.

Year 3: Personnel will develop an improved understanding of how to meet the needs of students with disabilities. Annual training workshop will be conducted throughout the school year. Knowledge should be evidenced through differentiated instruction and implementation of IEPs within the general education setting. NOTE: PCAs will be required to keep the certification in CPR, AED and

first aid.

Transition/Post School Outcomes

Reflections

- **Legacy Dataview 1084**

Strength Last Modified: 7/16/2011

The WSD is pleased with the overall performance of our students in regards to meeting the AYP targets in the areas of attendance, graduation rates, academic performance, and test participation. During the 2009-2010 school year Warwick High School was able to meet AYP targets in all schools and across all grade spans. In 2010, the IEP subgroup in grade span 9-12, reached the AYP target utilizing the Safe Harbor model. This subgroup had not made AYP in the year 2009 and was targeted for additional intervention in order to make AYP. This effort was successful. Preliminary data for the 2011 school year show the possibility that the subgroup will make AYP.

- **Legacy Dataview 1085**

Strength Last Modified:

Graduation and attendance rates remain high and stable. Strong efforts are made annually to ensure high participations rates. Academic performance meets AYP criteria. Differentials in scores between band groups are reason for further analysis and study.

- **Legacy Dataview 1086**

Strength Last Modified:

Overall academic achievement in the area of mathematics continues to exceed current AYP criteria.

- **Legacy Dataview 1087**

Concern Last Modified:

PSSA performance levels for Mathematics show an overall flat-line, with a slight declining trend at the high school level.

- **Legacy Dataview 1088**

Concern Last Modified: 7/16/2011

Overall data suggests that AYP is being met at the elementary level. We are concerned that advanced/proficient performance levels have not risen above the 90% level. The district is studying targeted mathematic interventions at the elementary level to address this concern.

- **Legacy Dataview 1153**

Concern Last Modified: 7/16/2011

All sub-groups made AYP in the 2009-2010 school year. The school district continues to be proactive in having all students (including sub-groups) make AYP. The school district realizes the challenges of the IEP sub group and is making a concerted effort to improve performance. Preliminary data for the 2010-2011 school year shows the possibility that the IEP subgroup might have achieved AYP.

- **Legacy Dataview 1157**

Strength Last Modified: 4/8/2011

All sub-groups made AYP in the 2009-2010 school year. The school district continues to be proactive in having all students (including sub-groups) make AYP. The school district realizes the challenges of the IEP sub group and is making a concerted effort to improve performance.

- **Legacy Dataview 1158**

Concern Last Modified:

Demographic data concludes that the district is nearly 93% white and reflections for Asian, American Indian, and multi ethnic students is difficult. Data for Hispanic and African - American students seems consistent with other data, however, sub – groups are not large enough to effect AYP.

- **Legacy Dataview 1159**

Strength Last Modified:

Overall performance in writing is positive at the high school and at the middle school. Elementary scores have improved from previous year.

- **Legacy Dataview 1161**

Strength Last Modified:

There is limited data with migrant, ELL, Title 1, and Title 3 students. Data suggests that writing scores for IEP and economically disadvantaged students, although not where we would like them, are significantly higher than our reading and math scores for the same sub – groups.

- **Legacy Dataview 1163**

Strength Last Modified: 4/8/2011

Enrollment is stable. Current enrollment (March 2011) shows the district is at 4536 students.

- **Legacy Dataview 1164**

Strength Last Modified:

Enrollment by racial/ethnic sub – groups have been stable.

- **Legacy Dataview 1165**

Strength Last Modified:

Enrollment by grade has been consistent.

- **Legacy Dataview 1168**

Strength Last Modified:

The WSD has appropriate staff to meet the needs of all its students. All staff members meet highly qualified status.

- **Legacy Dataview 1170**

Strength Last Modified:

The WSD has a highly qualified and experienced staff to serve the needs of our students.

- **Legacy Dataview 1312**

Strength Last Modified:

Surveys had good participation from the targeted stakeholders.

- **Legacy Dataview 1313**

Strength Last Modified:

We had good participation with the staff survey.

- **Legacy Dataview 1314**

Concern Last Modified:

The District is always seeking highly effective and caring partners to better serve the needs of the district.

- **Legacy Dataview 1974**

Strength Last Modified:

The data gathered from the 4Sight Benchmark Assessments continues to be utilized in an ongoing basis by the various grade level and department teams as a tool for the alignment of instruction to meet the educational needs of all of our students.

- **Legacy Dataview 1975**

Strength Last Modified:

The data gathered from the DIBELS Assessments continues to be utilized in an ongoing basis by the various grade level teams as a tool for the alignment of instruction to meet the educational needs of all of our students.

- **Legacy Dataview 1977**

Strength Last Modified:

The Warwick School District met AYP at the district level and in all buildings.

Concern Last Modified:

The district recognizes, however, that there are still academic challenges that have to be addressed. During the 06-07 school year, the percentage of students proficient or above in math district wide was at 79%. The district wide percentage of students proficient or above for IEP (46%), ELL (46%), and economically disadvantaged (58%) was not as high. During the 06-07 school year, the percentage of students proficient or above in reading district wide was at 77%. The district wide percentage of students proficient or above for IEP (40%), ELL (38%), and economically disadvantaged (54%) was not as high. The district will continue to monitor the IEP, ELL, and economically disadvantaged data closely.

- **Legacy Dataview 1978**

Strength Last Modified:

The WSD continues to be strengthened by the overall support of the community as a whole.

- **Legacy Dataview 1979**

Strength Last Modified:

The WSD continues to be strengthened by the overall support of the community as a whole.

- **Legacy Dataview 2002**

Strength Last Modified:

Excellent partners! These organizations aide in enhancing the educational opportunities of our students. The WSD and these organizations work collaboratively to provide each other with the necessary information to provide eligible students with the support services they need in order to be successful in their school, home and community settings.

- **Legacy Dataview 2003**

Strength Last Modified:

The WSD provides a wide continuum of services with the benefit of district, community, local and state-wide resources. These comprehensive services support students from preschool age through adulthood to promote a successful educational environment.

Base Line Data

The Warwick School District supported in the transitioning of 85% of students receiving Early Intervention services, into the Kindergarten program. A school building representative is in attendance for 100% of school-age transition meetings held within the district (when the district has been notified of these meetings). A representative from Warwick High School has attended 100% meetings of the Transition Coordinating Council at IU13. A Transition Parent Handbook is provided to 100% of incoming 9th grade students and new students during the IEP meeting. A post-secondary survey was distributed for all students who graduated from Warwick School District in the Spring of the 2009-2010 school year. From the survey, 86% of students who returned the surveys, reported to be employed or enrolled in a post-secondary education program.

Personnel Development Activities

Topic: TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2011, Fall 2011, Spring 2012, Summer 2012, Fall 2012, Spring 2013, Summer 2013, Fall 2013, Spring 2014	PATTAN Staff, IU Staff	Parent, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	<p>Year 1: District will maintain/refine the transition process that has been developed to successfully transition students from early intervention. A school team member will continue to attend at least 100% of Early Intervention Transition meetings, and an informational session will be provided to all parents of students entering Kindergarten. The secondary transition council will continue to meet quarterly in order to address student needs and to ensure compliance with regulatory requirements. The school district will continue to attend 100% of the secondary Transition Coordinating Council Meetings.</p> <p>100% of newly hired secondary teachers will have the support of a lead teacher when</p>

conducting and supporting students who will be transitioning.

The transition parent handbook will be provided to 100% of HS parents who will have a student in 9th grade, and any student who moves into the district.

100% of students with a transition goal of work, school age programs or post secondary education will leave school with skills to find subsequent employment. The results will be reflected on a yearly post secondary survey with 90% status of job/post secondary education.

Year 2: District will maintain/refine the transition process that has been developed to successfully transition students from early intervention. The secondary transition council will continue to meet quarterly in order to address student needs and to ensure compliance with regulatory requirements. The school district will continue to attend

100% of the secondary Transition Coordinating Council Meetings.

100% of newly hired secondary teachers will have the support of a lead teacher when conducting and supporting students who will be transitioning.

The transition parent handbook will be provided to 100% of HS parents who will have a student in 9th grade, and any student who moves into the district.

100% of students with a transition goal of work, school age programs or post secondary education will leave school with skills to find subsequent employment. The results will be reflected on a yearly post secondary survey with 90% status of job/post secondary education.

Year 3: District will maintain/refine the transition process that has been developed to successfully transition students from early intervention. The

secondary transition council will continue to meet quarterly in order to address student needs and to ensure compliance with regulatory requirements. The school district will continue to attend 100% of the secondary Transition Coordinating Council Meetings.

100% of newly hired secondary teachers will have the support of a lead teacher when conducting and supporting students who will be transitioning.

The transition parent handbook will be provided to 100% of HS parents who will have a student in 9th grade, and any student who moves into the district.

100% of students with a transition goal of work, school age programs or post secondary education will leave school with skills to find subsequent employment. The results will be reflected on a yearly post secondary survey with 90% status of job/post secondary

education.

Behavior Support Services

Reflections

- **Legacy Dataview 1084**

Strength Last Modified: 7/16/2011

The WSD is pleased with the overall performance of our students in regards to meeting the AYP targets in the areas of attendance, graduation rates, academic performance, and test participation. During the 2009-2010 school year Warwick High School was able to meet AYP targets in all schools and across all grade spans. In 2010, the IEP subgroup in grade span 9-12, reached the AYP target utilizing the Safe Harbor model. This subgroup had not made AYP in the year 2009 and was targeted for additional intervention in order to make AYP. This effort was successful. Preliminary data for the 2011 school year show the possibility that the subgroup will make AYP.

- **Legacy Dataview 1085**

Strength Last Modified:

Graduation and attendance rates remain high and stable. Strong efforts are made annually to ensure high participations rates. Academic performance meets AYP criteria. Differentials in scores between band groups are reason for further analysis and study.

- **Legacy Dataview 1086**

Strength Last Modified:

Overall academic achievement in the area of mathematics continues to exceed current AYP criteria.

- **Legacy Dataview 1087**

Concern Last Modified:

PSSA performance levels for Mathematics show an overall flat-line, with a slight declining trend at the high school level.

- **Legacy Dataview 1088**

Concern Last Modified: 7/16/2011

Overall data suggests that AYP is being met at the elementary level. We are concerned that advanced/proficient performance levels have not risen above the 90% level. The district is studying targeted mathematic interventions at the elementary level to address this concern.

- **Legacy Dataview 1153**

Concern Last Modified: 7/16/2011

All sub-groups made AYP in the 2009-2010 school year. The school district continues to be proactive in having all students (including sub-groups) make AYP. The school district realizes the challenges of the IEP sub group and is making a concerted effort to improve performance. Preliminary data for the 2010-2011 school year shows the possibility that the IEP subgroup might have achieved AYP.

Concern Last Modified: 7/16/2011

The district continues to monitor and increase the progress of economically disadvantaged students, even though they are not a subgroup recognized in our AYP reports. The district will continue to identify these students and work with them to increase achievement.

- **Legacy Dataview 1155**

Strength Last Modified:

Overall performance in reading is positive. The district is committed to increasing scores at all levels by using proven scientific strategies that work.

- **Legacy Dataview 1157**

Strength Last Modified: 4/8/2011

All sub-groups made AYP in the 2009-2010 school year. The school district continues to be proactive in having all students (including sub-groups) make AYP. The school district realizes the challenges of the IEP sub group and is making a concerted effort to improve performance.

- **Legacy Dataview 1163**

Strength Last Modified: 4/8/2011

Enrollment is stable. Current enrollment (March 2011) shows the district is at 4536 students.

- **Legacy Dataview 1168**

Strength Last Modified:

The WSD has appropriate staff to meet the needs of all its students. All staff members meet highly qualified status.

- **Legacy Dataview 1170**

Strength Last Modified:

The WSD has a highly qualified and experienced staff to serve the needs of our students.

- **Legacy Dataview 1314**

Concern Last Modified:

The District is always seeking highly effective and caring partners to better serve the needs of the district.

- **Legacy Dataview 1977**

Concern Last Modified:

The district recognizes, however, that there are still academic challenges that have to be addressed. During the 06-07 school year, the percentage of students proficient or above in math district wide was at 79%. The district wide percentage of students proficient or above for IEP (46%), ELL (46%), and economically disadvantaged (58%) was not as high. During the 06-07 school year, the percentage of students proficient or above in reading district wide was at 77%. The district wide percentage of students proficient or above for IEP (40%), ELL (38%), and economically disadvantaged (54%) was not as high. The district will continue to monitor the IEP, ELL, and economically disadvantaged data closely.

- **Legacy Dataview 1978**

Strength Last Modified:

The WSD continues to be strengthened by the overall support of the community as a whole.

- **Legacy Dataview 2001**

Strength Last Modified:

WSD strives to collaborate with a variety of local, state and federal organizations to ensure effective communication at all levels. These resources encompass academic, social, emotional, and civic responsibilities of our students and staff.

- **Legacy Dataview 2002**

Strength Last Modified:

Excellent partners! These organizations aide in enhancing the educational opportunities of our students. The WSD and these organizations work collaboratively to provide each other with the necessary information to provide eligible students with the support services they need in order to be successful in their school, home and community settings.

- **Legacy Dataview 2003**

Strength Last Modified:

The WSD provides a wide continuum of services with the benefit of district, community, local and state-wide resources. These comprehensive services support students from preschool age through adulthood to promote a successful educational environment.

Summarized School District Policy

BEHAVIOR MANAGEMENT OF EXCEPTIONAL STUDENTS

6417 The Warwick School District believes in the use of positive behavior management techniques whenever possible.

6417.1 Behavior Management Techniques and Procedures

6417.1a Positive techniques for the development, change and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures.

6417.1b Restraints to control acute or episodic aggressive behavior may be used only when a student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

6417.1c The use of restraints to control aggressive behavior of an individual shall cause a meeting of the I.E.P. team to review the current I.E.P. for appropriateness and effectiveness.

6417.1d The use of restraints may not be included in the I.E.P. if employed as punishment for the convenience of staff or as a substitute for an educational program.

6417.1e Mechanical restraints which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions may be employed only when specified by an I.E.P. and as determined by a medical professional qualified to make the determination and is further agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring him or herself or others or to promote normative body positioning and physical functioning.

6417.2 The following aversive techniques of handling behavior or considered inappropriate and may not be used in educational program:

6417.2a Punishment

6417.2b Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.

6417.2c Deprivation of human basic rights such as withholding meals, water or fresh air.

6417.2d Treatment of a demeaning nature.

6417.2e Punishment for a manifestation of a student's disability.

6417.2f Noxious substances.

6417.2g Serial suspensions.

6417.2h Electric shock.

6417.2i Methods which have not been outlined in the agency's plan.

6417.2j Methods implemented by untrained personnel.

6417.3 The district shall obtain parent consent prior to the use of highly restraining or intrusive procedures unless the immediate threat to the safety of the student or others precludes the obtaining of such prior consent.

6417.4 The district shall train personnel in the use of specific procedures, methods and techniques. This training shall be provided to persons responsible for instructional support and for services and programs for exceptional students.

Personnel Development Activities

Topic: Positive Behavioral Supports

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2011, Fall 2011, Spring 2012, Summer 2012, Fall 2012, Spring 2013, Summer 2013, Fall 2013, Spring 2014	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	<p>Year 1: Positive behavior supports will be reviewed annually with all student services staff members. Board Policy information regarding behavioral support services will be made available to parents. Evidence of results: Positive behavior support plans on 100% of IEPs that have the identified need of a behavior support plan. Individual school buildings will have a minimum of one staff member who is trained in the techniques utilized within the Crisis Prevention Institute. The district will conduct annual trainings on CPI techniques, using 2 district staff members who are certified trainers.</p> <p>Year 2: Positive behavior supports will be reviewed annually with all student services staff members. Board Policy information regarding behavioral support services will be made available to parents. Evidence</p>

of results: Positive behavior support plans on 100% of IEPs that have the identified need of a behavior support plan. Individual school buildings will have a minimum of one staff member who is trained in the techniques utilized within the Crisis Prevention Institute. The district will conduct annual trainings on CPI techniques, using 2 district staff members who are certified trainers.

Year 3: Positive behavior supports will be reviewed annually with all student services staff members. Board Policy information regarding behavioral support services will be made available to parents. Evidence of results: Positive behavior support plans on 100% of IEPs that have the identified need of a behavior support plan. Individual school buildings will have a minimum of one staff member who is trained in the techniques utilized within the Crisis Prevention Institute. The district will conduct annual trainings on CPI

techniques, using 2 district staff members who are certified trainers.

Topic: De-escalation Techniques

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Annually	IU Staff	Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences	<p>Year 1: A minimum of one staff member per building and personal care assistants supporting students with behavior plans, will be trained in Crisis Prevention Institute strategies. This training will be conducted by the two certified CPI trainers within the district. Training related to de-escalation strategies will be provided annually to staff members. Evidence of results: Collect baseline of data related to CPI incidents documented.</p> <p>Year 2: A minimum of one staff member per building and personal care assistants supporting students with behavior plans, will be trained in Crisis Prevention Institute strategies. Training related to de-escalation</p>

strategies will be provided annually to staff members. This training will be conducted by the two certified CPI trainers within the district. Evidence of results: Decrease of number of reports by 50% of CPI incidents district-wide.

Year 3: A minimum of one staff member per building and personal care assistants supporting students with behavior plans, will be trained in Crisis Prevention Institute strategies. This training will be conducted by the two certified CPI trainers within the district. Training related to de-escalation strategies will be provided annually to staff members. Evidence of results: Decrease of number of reports by 75% of CPI incidents district-wide.

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

The district is currently able to provide FAPE for all students with disabilities. When the situation arises where placement is no longer appropriate, the district conducts a re-evaluation. Often, inter-agency meetings are convened to access supports such as wrap around services. If residential issues arise, appropriate agencies are invited to provide services collaboratively with the district.

In some cases, the district and other agencies need to collaborate to locate appropriate programs. When necessary, the district utilizes the help of Lancaster-Lebanon Intermediate Unit or PATTAN interagency staff to clarify responsibilities and assist with locating resources. A CASSP meeting may be convened to discuss the student's needs and identify appropriate resources. Specific procedures are in place to ensure that the student receives FAPE.

Program Profile

Change Type	OPR Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
	SD John Beck Elementary	E	GE	I	LS	6	9	20	1.00
	SD John Beck Elementary	E	GE	I	LS	9	12	20	1.00
	SD Kissel Hill Elementary	E	GE	I	LS	6	9	20	1.00
	SD Kissel Hill Elementary	E	GE	I	LS	9	12	20	1.00
	SD Kissel Hill Elementary	E	GE	I	LS	9	12	20	1.00
	SD Lititz Elementary	E	GE	I	LS	9	12	20	1.00
	SD Lititz Elementary	E	GE	I	LS	6	9	20	1.00
	SD Lititz Elementary	E	GE	S	LS	5	8	15	1.00
	SD Lititz Elementary	E	GE	S	LS	9	12	15	1.00
	SD John R. Bonfield Elementary	E	GE	I	LS	6	9	20	1.00
	SD John R. Bonfield Elementary	E	GE	I	LS	9	12	20	1.00
	SD Warwick Middle School	E	GE	I	LS	12	14	30	1.00
	SD Warwick Middle School	E	GE	I	LS	12	14	30	1.00
	SD Warwick Middle School	E	GE	I	LS	12	14	30	1.00
	SD Warwick Middle School	E	GE	I	LS	12	14	30	1.00
	SD Warwick Middle School	E	GE	S	LS	12	14	20	1.00
	SD Warwick	E	GE	S	LS	12	14	20	1.00

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
		Middle School								
	SD	Warwick High School	E	GE	I	LS	14	18	50	1.00
	SD	Warwick High School	E	GE	I	LS	14	18	50	1.00
	SD	Warwick High School	E	GE	I	LS	14	18	35	1.00
	SD	Warwick High School	E	GE	I	LS	14	18	35	1.00
	SD	Warwick High School	E	GE	I	LS	14	18	35	1.00
	SD	Warwick High School	E	GE	S	LS	14	18	20	1.00
	SD	Warwick High School	E	GE	S	LS	14	18	20	1.00
	SD	Warwick High School	E	GE	S	LS	14	18	20	1.00
	SD	Warwick High School	E	GE	FT	LSS	16	21	15	1.00
	SD	Lititz Elementary	E	GE	I	SLS	5	12	65	1.00
	SD	John R. Bonfield	E	GE	I	SLS	5	12	65	1.00
	SD	Kissel Hill Elementary	E	GE	I	SLS	5	12	65	1.00
	SD	John Beck Elementary	E	GE	I	SLS	5	12	65	1.00
	C	John Beck Elementary School	E	C	I	LS	8	10	20	1.00
	C	Middle School/High School	JS	C	I	SLS	12	21	65	1.00

Support Staff (District)

School District: Warwick SD

ID	OPR	Title	Location	FTE
-	SD	One to One Assistant(s)	John Beck Elementary	2.60
-	SD	One to One Assistant(s)	John R. Bonfield Elementary	4.78
-	SD	One to One Assistant(s)	Kissel Hill Elementary	2.40
-	SD	One to One Assistant(s)	Lititz Elementary	2.70
-	SD	One to One Assistant(s)	Warwick Middle School	3.78

-	SD	One to One Assistant(s)	Warwick High School	10.00
-	SD	Teacher Assistant(s)	John Beck Elementary	2.10
-	SD	Teacher Assistant(s)	John R. Bonfield Elementary	1.70
-	SD	Teacher Assistant(s)	Kissel Hill Elementary	2.57
-	SD	Teacher Assistant(s)	Lititz Elementary	3.40
-	SD	Teacher Assistant(s)	Warwick Middle School	5.00
-	SD	Teacher Assistant(s)	Warwick High School	8.40

Contracted Support Services

ID IU / Agency Title / Service			Amount of Time per Week
-	IU	OT/PT	40 Hours
-	IU	Job Trainers	5 Days
-	IU	Orientation - Mobility Services	1 Hours
-	Private	Homebound Instruction (Philhaven)	5 Hours

Assurance for the Operation of Special Education Services and Programs

School Years: 2014 - 2017

The Warwick SD within Lancaster-Lebanon IU 13 assures that the school district will comply with the requirements of 22 Pa. Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's report revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

Board President

Date

Superintendent

Date