
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Student Services Report Friday, May 16, 2008

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Organization Description

Community Overview

The Norwin School District is comprised of the municipalities of North Huntingdon Township, Irwin Borough and North Irwin Borough in the southwest corner of Westmoreland County.

Approximately ten (10) miles from Greensburg, the county seat, and twenty (20) miles from downtown Pittsburgh, off exit 67 (old exit 7) of the Pennsylvania Turnpike, the community covers thirty-six (36) square miles while serving as home to approximately 30,000 residents. The Norwin School District is the result of the 1958 jointure between the North Huntingdon Township Schools and the Irwin Borough Schools, reuniting what was in the 1930's one system.

Organization Structure

The present Norwin school system consists of four (4) elementary schools, an intermediate school, a middle school and a high school as well as a central administration building.

Approximately 1,700 students are currently enrolled in the K-4 elementary program, 880 in the 5-6 intermediate program, 880 attend middle school housing grades 7-8 and 1,700 are enrolled in the high school which encompasses grades 9-12. All buildings, excluding the administration building, are newly renovated/built or in the process of being built.

Our central office administrative staff consists of a superintendent, business manager, assistant superintendent of elementary education, assistant superintendent of secondary education, director of pupil services and special programs, director of human resources, transportation director/athletic director, food services director, several technology specialists and a grant writer. Our building level administration consists of one high school principal and two assistant principals, one middle school principal and one assistant principal, one intermediate school principal and one assistant principal, and four elementary principals.

In addition to our administrative staff, we employ many educational specialists throughout the District. We have a full time Response to Intervention specialist, a Title I/Reading Coordinator, three (3) full time psychologists (one is an employee of the Westmoreland Intermediate Unit), a Coordinator of Special Programs, five (5) gifted coordinators, ten (10) school counselors, a home and school visitor, one social worker (contracted position), four (4) school certified nurses and several RN nurses' aides and five (5) librarians. In all, we have a total of 322 professional employees and a total of forty-three (43) instructional/personal aides.

Teacher Professional Development

The Norwin School District prides itself in providing all employees a variety of professional development opportunities and emphasizes the importance of ongoing learning for all who work in the District. The professional development model created for administrators and teachers in the Norwin School District provides opportunities for ongoing educator growth and improvement. The success of the model owes a great deal to the culture that was created in the school community—one in which all have opportunities to learn and share in learning experiences with one another. The District's goal is to operate as a “professional learning community,” one in which teachers and administrators work together to continuously share in learning and take action based on the learning that will benefit students” (Astuto, Clark, Read, McGree, & Fernandez, 1993). Our vision for Norwin's professional development model is to create a true “professional learning community,” that exhibits the following characteristics:

1. Supportive and shared leadership
2. Collective creativity
3. Shared values and vision
4. Supportive conditions
5. Shared personal practice

We strive to replace traditional views of leadership that posit "teachers teach, students learn, and administrators manage" with views that all people are responsible and should be engaged in learning that will provide the tools that are required to meet the needs of our students and community (Kleine-Kracht, 1993). This is a paradigm shift that moves the focus of professional development from individual to community, which aligns itself nicely to the "Paradigm for Professional Development in Learner Centered Schools" (Loucks-Horsley, 1995). The difference between the Norwin School District professional model and that of Klein-Kracht (1993) is that we believe there is also a need for individual professional development; we want to encourage teachers to continually develop themselves as life-long learners.

As per the teacher contract at the Norwin School District, teachers work an 8 hour day, which allows the typical school day with professional development time built into the schedule. At the intermediate and secondary level, professional development for teachers occurs during the last 30 minutes daily. At the elementary level, principals have 60 minutes per month to use, if desired, for professional development. During what we call "seminar time," our teachers engage in various types of professional development that is both District and teacher initiated.

Our school calendar allows for mandatory and non-mandatory professional development days. During the mandatory professional development days, the District provides professional development in one or two concentrated areas that are aligned to the District educational goals and vision. This upcoming year and for several years to follow, the District will be engaging in K-12 literacy training and data analysis. The school calendar requires teachers to also provide an additional fourteen (14) hours of professional development time under what it deems, "non-mandatory days." To fulfill this requirement, teachers can participate in either District or approved independent initiatives as shown in the table below.

Non-Mandatory Fulfillment	
District Initiatives	Independent Initiatives
The District provides training to teachers in District-wide initiatives. Teachers must report to work to attend these activities.	These activities are guided by individuals. Individuals can receive hours by: Attending academy classes Engaging in independent study activities Attending summer workshops Attending weekend workshops

The District also provides teachers and employees opportunities to learn outside of the workday by offering academy classes, taught mainly by teachers employed by the Norwin School District. Teachers and administrators are required to take a series of technology related academy classes, but can also elect other classes that may enhance their professional skills.

References

Astuto, T.A., Clark, D.L., Read, A.M., McGree, K., & Fernandez, L. (1993). *Challenges to dominant assumptions controlling educational reform*. Andover, MA: Regional Laboratory for the Improvement of the Northeast and Islands.

Kleine-Kracht, P.A. (1993). The principal in a community of learners. *Journal of School Leadership*, 3(4), 391-399.

Loucks-Horsley, S. (1995). Professional development and the learner centered school. *Theory Into Practice*, 34(4), 265-271.

Leadership Team Professional Development

The superintendent holds monthly team meetings with all administrative employees. The intent of these meetings is to provide all administrators with information regarding the various areas of the District to keep them well informed. The assistant superintendent of secondary education holds monthly professional development meetings with the building level principals and assistant principals. The intent of these meetings is to broaden the knowledge base of the attendees and to focus on educational goals and initiatives set each year. For the past two years, the focus has been on using data to drive instruction, creating professional learning communities, teacher observation and evaluation using both formal and informal observation tools, and instructional leadership/qualities of effective instructional leaders. Each assistant superintendent also meets monthly with respective building level administrators. These meetings focus on specific concerns and initiatives occurring at either the secondary or elementary levels. Additionally, the District has developed a mentoring program, for newly a hired administrator that uses the framework from the Pennsylvania Inspired Leadership Initiative.

Parent and Community Involvement

The Norwin School District believes that student success is attributed to the effort of all stakeholders. As such, parents and the community are welcomed into the District and we try our best to bring our District into the community. At the high school level, the District provides many community resources and links to students and parents. We hold an annual career fair, scheduling fair, financial aid night, health fair, senior citizen dinner, Rotary luncheon and Rotary student of the week, building orientations and parent trainings, to name a few. Throughout the school year, several of our high school student groups go out into the community to perform choral and band shows for senior citizens' groups and local community groups, provide services, such as road clean up and helping in food banks and homeless shelters. At the K-8 level, the Norwin Council of PTAs and building level PTA groups act as a liaison between families and schools. The District also opens its facilities to the community through the use of the fitness center and YMCA sponsored fitness classes. Additionally, our facilities are heavily used by local recreation groups for sports and extracurricular activities, making our District the hub of the community.

Core Purpose

Mission

Through quality educational experiences, the Norwin School District prepares students to become productive and responsible citizens in an ever-changing global society.

Vision

The Norwin School District is a nurturing learning community where students are welcomed, valued and challenged. The school community is a partner in developing students who are life-long learners. Through a quality education, we are committed to helping all students become productive and responsible citizens who will succeed in an ever-changing global society.

Shared Values

The Norwin School Community Believes...

- All students are capable of learning and have a desire to do so.
- All students are entitled to equal access to educational services and opportunities.
- Learning is a lifelong experience.

- Students' educational experiences will provide them the necessary knowledge and skills to become flexible learners, problem solvers, independent thinkers and collaborative workers who can be successful in our ever-changing technological and global society.
- Students are entitled to learn in a non-threatening, safe, clean, healthy and stable educational environment.
- Students learn best when there are positive relationships built within and among all the people who are involved with the students' education.
- Students must be provided with the knowledge to recognize how they learn best.
- On-going growth and professional development of all employees is a fundamental component of a successful school system.
- Families share responsibility for their child's education.
- Students must take responsibility for their own education.
- Teachers, administrators and the School Board each assume accountability and responsibility for education and must work together with students and their families to help ensure that students' potential is maximized.
- All students must be provided appropriate educational opportunities to meet their individual needs and learning styles.
- The community must be informed, committed and actively involved in supporting education.
- Quality education requires joint effort and support from parents, students, the school and the community.
- All educational paths that are chosen by our students are deserving of respect and dignity.
- Students must be provided with the knowledge and experiences to develop skills to use and apply to new technologies.
- Students must learn to understand and appreciate the varying cultures of the world so that they are prepared to function in a global society.
- The school community, as a whole, must recognize, respect and value the diversity and individuality of all persons.
- The community shares responsibility for providing and maintaining educational facilities which sufficiently house all components of the educational system.
- Open and ongoing communication among all stakeholders is necessary to work collectively for the good of all students.
- It is important to continually improve educational programs and services while maintaining fiscal responsibility.

Current Student Services

Service	Comment
Student drug and alcohol resources, SAP consultation and support	The District is provided services through St. Vincent College.
In school probation officer resource	Through the support of Westmoreland County Juvenile Probation, the District is provided with an in-school probation officer.
In school K-12 social worker/mental health provider	Southwood provides our services.
Awareness programs, Officer Phil and Officer Bill in elementary schools	North Huntingdon Township Police
Safeguard program (before and after school care)	Creative Adventures
Student and family services, support, resources, consultation	Westmoreland Case Management
Student transition services; post high school services	Westmoreland County Community College
Dual enrollment college credit for students in grades 11 and 12	Penn State Greater Allegheny Campus, The University of Pittsburgh at Greensburg, Westmoreland County Community College, The University of Pittsburgh College in High School Program
Student tutoring	Tutoring programs are offered before and after school hours and in the summer months.
Norwin Public Library	They provide copies of text books and some District software for student access, programming and Internet access for students without this resource. They also partner with the District to provide programs to students.
Norwin Chamber of Commerce	Facilitates the Partners in Progress program whereby students are provided with job shadowing and career exploration opportunities.
Mentor services, job shadowing and internships for students. In addition they facilitate work place tours and in-school programs about careers and jobs.	The Pittsburgh Regional Compact
Recreation programs for students	Wilmerding YMCA, Norwin School District
Transition to post-secondary	Office for Vocational Rehabilitation
College preparation services	Various college representatives visit our schools to speak to students. We also facilitate the SAT, ACT, PSAT and offer a free online SAT preparation program for all students in grades 9-12.
K-12 home and school visitor, attendance monitoring	We provide a PA certified home and school visitor to monitor student attendance. We also monitor attendance using our student information system (parent portal access will be coming in January 2009), our school check-in system, our alert system (coming in the fall of 2008) that will call the homes of absent students and the profile cards used in the guidance department to track the attendance of at-risk students.
Career development/preparation services	The District's Partners in Progress program provides job shadowing and career fair experiences for our high

	<p>school students. We use Keys2Work as an assessment of career preferences in grade 9 and have a middle school career assessment piece as well. Our 9th grade students take a field trip to our local vocational technical school. We participate in Groundhog Day job shadowing. We send students, via a field trip, to a local community college, and have an in-house work study program. We utilize OVR for transition and career assessment services. Our new strategic plan calls for the development of a career plan for all students.</p>
Community liaison	<p>Our local Chamber of Commerce acts as a conduit between the school and community. Our Board members also serve as a connection to our local community.</p>
Referral, intervention, assessment and evaluation (including psychological services)	<p>We provide a variety of referral, assessment and evaluation services to our students: psychological, SAP, special education, RTI, achievement assessments, health screenings, MH/MR, etc. We provide intervention services through RTI, profile cards, tutoring services, creative scheduling and our after school alternative program (VIP).</p>
Counseling	<p>Our District employs 10 school counselors and contracts for social work services. We also partner with case management support services and St. Vincent College for crisis management.</p>
Health and wellness	<p>We have established a District wellness committee and building level wellness committees comprised of District staff, parents and students. Our Food Services Director developed a student food advisory. Our District provides the use of two fitness centers and a walking trail to students, parents, staff and community. We have an established recreation program and work closely with the Wilmerding YMCA to provide recreation programs on our campus. The food services link on the District webpage provides health and wellness newsletters, menu descriptions, and a listing of nutritional information in our breakfast and lunch items. We have established healthy vending machine options for students who stay after school for activities.</p>
Home/Family connection	<p>The District works closely with the PTA organizations to provide a myriad of programs for students and families. We also work with Creative Adventures to provide a before and after school care program. We employ a home school visitor and contract with a social worker. Through our work with the United Way, we offer information and services to our preschool centers and families. Through our Title I program, we have a parent compact and provide a Title I newsletter to families.</p>
Communication	<p>The District communicates with constituents in a number of ways: District newsletter, building level newsletters, team newsletters, teacher newsletters, District webpage, alert system, student information system, homework website, etc.</p>

Multicultural education	The District works with A.F.S. and Rotary to sponsor foreign exchange students. Our teachers sponsor trips abroad. We offer our students options of enrolling in several world languages beginning in grade 7. We sponsor in-school programs on diversity.
Parent education	Annually, the District provides parents with a myriad of training in math (e.g.: family math nights), literacy (e.g.: Reading Apprenticeship night), assessment (e.g.: PSSA Parent Nights), and special education topics. We also provide training in internet safety, drug and alcohol topics, health and wellness topics (e.g.: Tobacco Cessation, Weight Watchers, Fitness Training), career and college information (e.g.: financial aid nights, college representative nights), preschool preview (expectations and early childhood standards), etc.
Extracurricular activities and sports	The District offers students a wide range of opportunities to be involved in social, academic and athletic activities.
Violence prevention	The District provides a safe environment to students. We have video surveillance, security aides, lead teachers who sit on the safety committee, safety kits in every classroom, a door lock system, security codes, professional development for our staff, a strong relationship with the North Huntingdon Township Police Department (NHTP), 2-way radio frequencies with the NHTP. We also offer students safety programs such as the Mock Accident, Grim Reaper Day and provide other programs throughout the school year to foster positive peer relationships and positive school climate.
Special education	The District offers a continuum of special education services to students with disabilities.
Research and program evaluation	The District provides the professional staff opportunities to participate in independent study projects that benefit the students' academic performance. Independent Study projects follow an action-research framework. The District has also participated in pilot programs (e.g.: drop-out prevention, Rocket Math, EduTest).
Vocational education services	Beginning in grade nine (9), our high school students have opportunities to participate in vocational training at the Central Westmoreland Career and Technology Center (CWCTC). The CWCTC also offers a co-op work program for students.
Post graduation opportunities	We have numerous community organizations that provide scholarship monies so that students can participate in post-secondary training and education.

Needs Assessment

As a method to focus the goals of the Student Services Plan, the committee examined data from a variety of sources, including the perception survey, assessment and achievement data, demographic data and the *Leading for Learning* context survey. From this review, several reflections were made in regards to areas of need.

In terms of the perception survey data, the committee identified communication as a need. Since parents and students identified this as an area of weakness, the committee determined communication should be an overarching goal of the Strategic Plan. Various strategies to meet this goal and the needs of our constituents were developed. In addition, the survey data from students at the intermediate, middle and high school levels suggests areas of need in the following:

- Students do not feel they learn in a supportive learning environment,
- Students do not feel there is frequent monitoring of teaching and instruction,
- Students do not feel challenged,
- Students do not feel there is a clear and shared focus.

To focus attention on the needs listed above, the committee developed two (2) goals: Advancing Our Academic Programs and Skill Sets and Productive Learning Environment and Culture.

When analyzing the assessment and achievement data, the committee identified needs in the area of our subgroup population (i.e.: special education, economically disadvantaged). Throughout the plan, we have identified various interventions to help improve the academic performance of these groups.

Finally, the reflections from the *Leading for Learning* context survey identified the District needs to:

- work at communicating more effectively with all stakeholders,
- develop a support system for families and students new to the District,
- find ways to engage more students in our extended day opportunities,
- involve more parents in our programming and parent trainings.

Action Plan – Narratives

Developmental Services

Developmental service programs serve the social, emotional and academic needs of the District's student population. Developmental services enhance and support a safe and positive school climate that promotes academic success and social/emotional well-being in all students.

The District employs ten (10) school counselors: two serving the four (4) elementary schools, two (2) serving the intermediate school, two (2) serving the middle school and four (4) serving the high school.

The District employs four (4) certified school nurses and four (4) health room aides who are registered nurses. Nurses provide care to students as needed during the school day by attending to illnesses, injuries and medications.

The District employs two (2) school psychologists and contracts with the Westmoreland Intermediate Unit for an additional school psychologist bringing the District total to three (3) full-time psychologists. The District contracts with Southwood for a social worker who works throughout the District as need arises. The school psychologists promote the general well being of students. The school psychologists and the social worker are members of the Response to

Intervention team and student assistance teams: Norwin Educational Support Team (NEST) and elementary-Norwin Educational Support Team (e-NEST).

Additionally, the District employs a home and school visitor, a Response to Intervention (RTI) coordinator, a reading/Title I coordinator and a special education/gifted coordinator.

Diagnostic, Intervention and Referral Services

The District provides diagnostic, intervention and referral services that support the District's Strategic Plan goals and action plans. These programs are designed to assist students who are experiencing problems that present barriers to their academic success and general well being.

The District's school counselors participate on various school teams that discuss student concerns and develop plans for referral and intervention. In addition, the school counselors are active members of multidisciplinary teams that develop IEP's and GIEP's for individual students. Counselors provide services to students who are referred to them from parents, teachers, staff, etc. Counselors also monitor students' progress and based on this monitoring, proactively identify students who may need services. All counselors provide individual counseling to students and their families, as needed, to support them during times of crisis and to address issues that negatively impact school success.

The school nurses and RN health room aides administer the day to day health services provided to individual students. These include the safe administration of medication to students according to applicable regulations. They also attend to the minor injuries and illnesses that occur during the school day and communicate with parents/guardians about the care of the students. Based on the results of health screenings, the nurses provide feedback to parents/guardians to follow-up with family doctors as needed for medical, hearing, vision or other health issues.

The school psychologists and social worker provide services for comprehensive evaluation of students identified as having significant academic and/or behavioral concerns that have not improved with regular education supports and services. Assessments for targeted students include: IQ testing, academic achievement testing, social/emotional assessments, functional behavioral assessments and observations. The school psychologists and social worker are members of the regular and special education teams that design and revise plans to implement the recommendation of the various assessments. Direct counseling services are provided to individual students and to small groups of students to help them learn positive coping/behavioral strategies. The school psychologists also respond to crisis situations evaluating individuals to assist in determining the appropriate course of action.

The Response to Intervention program provides a data driven process for making educational decisions for students. The program offers opportunities for teachers, counselors and parents to assist students with academic and behavioral needs. The Response to Intervention coordinator receives student referrals based on issues and needs that teachers recognize through classroom assessment and/or observation. The coordinator reviews the referrals and gathers information on students accepted into the process. At a meeting, the Response to Intervention team (parents, principal, teachers, counselor, nurse, etc.) discusses issues and offers adaptations and modifications that will enable students involved in the process to meet with success in the regular education classroom. The coordinator monitors the timelines of the tiered intervention process and maintains a database of interventions. Although in its infancy, this process has been very effective for students who are experiencing problems with their classroom performance.

The District provides students and families many other diagnostic, intervention and referral services:

- The Title I/reading program and coordinator offer reading intervention services through grade 6;

- The District has a school-based probation person who intercedes to help students and families before the juvenile court becomes involved;
- The Student Assistance Team provides interventions to students and families;
- Through our District data analysis process, we identify students at-risk academically, put interventions into place for those children and monitor progress.

Consultation and Coordination Services

The District provides consultative and intervention services to students and their families. The services support the District's mission and Strategic Planning goals for student achievement. Program activities support students and families so that barriers to learning can be overcome and students can achieve success in school.

School counselors consult and coordinate community agency services for students at their levels. By coordinating school-based and community services, the District increases the likelihood that all students will be able to meet high academic expectations and develop positive social/emotional skills for a healthy life.

School nurses and RN health room aides manage health plans for students with chronic health problems. They help students learn developmentally appropriate strategies for the individual management of their health problems. They participate in the development of District health policies and guidelines as well as in the implementation of health related policies. School nurses and RN health room aides provide information to individual students, to faculty and to families about current health issues and concerns.

The school psychologists and the social worker support individuals in the school community through consultation with community-based services such as social workers in community agencies, psychiatrists and medical doctors. Through coordination with the school counselors, principals plan for the use of alternative education programs for students with chronic problems related to school attendance and serious behavior issues that result in repeated suspensions or expulsion from school.

The District also works hand-in-hand with our Youth Commission to provide support services. This community-based organization becomes involved in intervention following a magistrate hearing in which a student is found guilty of truancy or disorderly conduct.

Student Assistance Program

The Norwin School District has Student Assistance Program (SAP) teams at all educational levels (e-NEST at the elementary level and NEST at the secondary level) to support students and families in need of school-based and community support to overcome problems adversely affecting the academic achievement of students.

SAP teams consist of members from all educational levels. There are administrators, school counselors, school psychologists, a social worker, school nurses and teachers. In addition, there are community liaisons from St. Vincent College and Westmoreland County. The SAP team provides supportive services to students and families when there are significant interferences with students' success in school.

Students may be referred to the SAP team by a teacher or other school staff personnel such as school counselor or principal. Parents, family members and other students can refer a student to the teams or the student can refer him/herself.

The SAP team meets on a regular basis to discuss cases in order to make plans for assigning case managers, collecting information, communicating with appropriate people and agencies and

for developing action plans. Regular maintenance meetings are held to discuss the team's processes and procedures.

A student's case manager dialogues with the student and his/her parents to gather specific information related to the concerns brought forth via the referral. Interviews and checklists are used to gather information. Case managers then meet with the student and his/her parents to develop an action plan to help the student achieve success in school by addressing the barriers to learning.

Communication

The Norwin School District believes that communication with students, parents and the larger community is critical to the implementation of its Strategic Plan and fulfillment of its mission. Information about educational opportunities and student services are provided to parents and students in several ways.

District Level

At the District level, there are many forms of communication to parents. Three times per year, the District mails, the *Network*, the District's newsletter, to all residents of the District. It contains information about student services, programs, events and District highlights. The District webpage provides links to each school and various administrative departments throughout the District. It also houses pertinent information regarding student services, school calendars and events. The District uses local media and the mail service to send parents timely information pertaining to opportunities for services, such as tutoring, summer programs and parent training. Additionally, the District has representation in local community groups such as The Norwin Chamber of Commerce and The Norwin Rotary Club. Our liaisons to these organizations share District information. The District also has a district wide Council of PTA's.

The District also provides communication in the following ways:

- A published Student Rights and Responsibility booklet is sent home to all parents;
- Quarterly progress reports are mailed/sent home;
- The District hosts annual orientation programs, open houses, course fairs, health fairs, etc.

With the 2008-09 school year, the District will use an auto-alert system to provide parents information via phone, email and/or text message. Additionally, in January 2009, our student information system will provide parents access, via a web portal, to student information such as grades, attendance, discipline, class schedule and teacher contact information.

High School Level

At the high school level, communication is provided through newsletters, the high school link on the District webpage and through mailings. Additionally, a course of studies booklet is provided to all students and their parents/guardians on an annual basis or upon registration of a new student. The course of studies booklet identifies and describes all of the courses offered at the high school, as well as other educational opportunities. Students use the course of studies booklet with the help of the school counselors and parents/guardians, to design a plan for their high school years. The high school holds an annual open house, student orientation, financial aid parent nights, scheduling fair, assessment information nights, the Noble Knight award, mails home quarterly progress reports and provides tutoring opportunities.

Middle School Level

At the middle school level, building and team newsletters are sent home to parents. Parents also have access to a homework webpage and the middle school link on the District webpage. Various mailings as well as progress reports are mailed home frequently. The middle school also has its

own PTA, which helps to bridge communication between school and home.

Intermediate School Level

At the intermediate school level, newsletters are mailed home. Parents have access to a homework webpage and the intermediate school link on the District webpage. Various mailings as well as progress reports are mailed home frequently. The intermediate school also has its own PTA, which helps to bridge communication between school and home. The intermediate school principal hosts Coffee Klatch meetings for parents and a High Five Club (caught you doing something good).

Elementary School Level

At the elementary level, building and class newsletters are sent home. The take home student folder is used as a vehicle to get school-related information to parents. Progress reports are sent home at least quarterly. Each elementary building has a PTA group that helps communicate messages to families. A variety of programs are offered to parents.

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Action Plan

Goal: 3. GRADUATION RATE

Description: The Norwin School District will strive for a 100% graduation rate. Our graduation rates have been rising. The 2005-06 data reveal a 94% graduation rate, which increased to 97% with the 2006-07 data. We believe that by offering a variety of supports and options, we can reach a 100% graduation rate by the end of this Strategic Plan.

Strategy: 3.1 Personalize the learning environment for all students.

Description: Provide a nurturing school where students are given a variety of support systems.

Activities:

Activity	Description	
3.1.1 Implement a student advisory program in the high school for all students in grades 9-12.	Form a study group to explore a variety of student advisory programs. From their research, this group will develop an advisory program for Norwin High School. Implementation of student advisories at the high school level will provide students with positive role models and information on how to be successful in high school.	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Secondary Education; Building Principals	Start: 9/1/2011 Finish: 6/30/2014	\$3,000.00

Activity	Description	
3.1.2 Develop and administer a post-graduation survey to elicit information about the high school experience.	The school counselors will develop an annual post-graduation survey that will be sent to seniors a year after their graduation from high school. This survey will ask graduates to speak about experiences in high school that prepared and that did not prepare them for post-high school life. School counselors will develop a system to track graduates longitudinally for four years to gauge participation in post-high school work, training, college, military experiences, etc.	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Secondary Education; Building Principals; School Counselors	Start: 9/1/2008 Finish: 6/1302010	\$3,000.00

Activity	Description
3.1.3 Provide community partnerships and mentorships for students in grades 11-12.	The District will develop a mentoring program for students in grades 11 and 12. The goal of this program is to engage in partnerships with persons and companies who can provide our students with career and educational resources. We want to ensure our students have clear expectations about careers and opportunities that exist for them after graduation.

Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Secondary Education; Building Principals	Start: 9/1/2010 Finish: 6/30/2011	\$0.00

Activity	Description	
3.1.4 Explore attendance incentive programs and provide such a program at Norwin High School.	Our District recognizes that school attendance is a factor that correlates to school success and graduation. We will develop a committee that includes administrators, the home and school visitor, school counselors and selected teachers, to explore and develop an attendance incentive program.	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Secondary Education; Building Principals	Start: 9/1/2008 Finish: 6/30/2009	\$0.00

Activity	Description	
3.1.5 Provide opportunities for all students to be recognized, be involved in school and to give input about school procedures and issues.	Explore the research on how to personalize learning and investigate schools who have done this. Based the research and insight gleaned from investigating schools with successful programs, we will develop a plan to personalize our school's environment so that all students feel welcomed and all have an opportunity to have a voice in the their school (i.e.: principal's cabinet).	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Secondary Education; Building Principals	Start: 9/1/2009 Finish: 6/30/2010	\$0.00

Strategy: 3.3 Provide students with a comprehensive career planning program and engage families in the career planning process.

Description: Using the PA Academic Standards for Career Education and Work, we will provide students the background knowledge and skills needed to understand the options available to them upon graduation. To assist students in making future and career choices, we will provide a comprehensive career planning process that will begin at the elementary level and follow students as they advance throughout school. The school counselors and other pertinent adults will meet regularly with students and families to communicate information about career goals and options. We will investigate software and program options to help with the career planning process. Our goal is to purchase a program to assist in career planning.

Activities:

Activity	Description
3.3.1 Provide all	Develop a K-12 career curriculum using PA Academic Standards for

students a comprehensive career planning experience beginning in elementary school.	Career Education and Work. Explore software and program options to use with students in career planning. At the elementary level, implement a student electronic career portfolio that will follow students throughout high school.	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Elementary; Assistant Superintendent of Secondary Education; Building Principals; School Counselors	Start: 9/1/2008 Finish: 6/30/2009	\$6,000.00

Activity	Description	
3.3.2 Utilize Keys2Work and other technology to help students learn about career opportunities.	In addition to using Keys2Work with the high school students and their parents, school counselors will form a committee to explore academic and career based technology to use with students in the elementary, intermediate and middle school during career planning.	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Secondary Education; Building Principals	Start: 9/1/2008 Finish: 6/30/2009	\$30,000.00

Activity	Description	
3.3.3 Provide resources to parents regarding post-secondary opportunities and training available to their children.	School counselors will offer parents a series of training and information sessions regarding post-secondary options. These will include a college and technical fair event, several financial aid information meetings, and trainings using District career and college search software packages.	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Secondary Education; Building Principals	Start: 9/1/2009 Finish: 6/30/2014	\$3,000.00

Goal: 4. COMMUNICATION SYSTEMS TO ENGAGE OUR STAKEHOLDERS

Description: The Norwin School District will improve the current communication system to better engage the stakeholders in the school and community. We believe that better communication between all constituents will help to improve what we do for students academically, socially, emotionally and personally.

Strategy: 4.1 Use a web-based student information system, Skyward, for parent and student communication.

Description: Implement a web based Student Information System whereby students and parents can access information about grades, attendance, discipline, etc. to become more engaged in the educational process.

Activities:

Activity	Description	
4.1.1 Provide parents and students access to the District student information system.	Beginning in January 2009, parents and students will have web-based access to the parent portal of Skyward Student Information Center. They will be able to access grades, attendance, discipline and their child's demographic profile. The District will provide training sessions to parents and students in a variety of formats: hands-on, paper directions, demos on the webpage.	
Person Responsible	Timeline for Implementation	Resources
Technology Coordinator	Start: 1/1/2009 Finish: 6/30/2014	\$9,000.00

Strategy: 4.2 Update the District technology systems so that they become a vehicle for communication with our stakeholders.

Description: Improve the capacity of technology in the District to provide a variety of educational and informational sources of information to all stakeholders.

Activities:

Activity	Description	
4.2.1 Continue to update the District webpage with pertinent information.	Update the District webpage to include access to online texts, curriculum, and teacher webpages and to provide information and educational resources to parents such as electronic forms. Through the District newsletters, provide parents with updates of information that can be found on the webpage.	
Person Responsible	Timeline for Implementation	Resources
Technology Coordinator	Start: 9/1/2008 Finish: 6/30/2014	\$0.00

Activity	Description	
4.2.2 Install and use an alert communication system.	Install and utilize a web-based alert system to notify parents/guardians of their child's absences and to use for parent/guardian emergency notification.	
Person Responsible	Timeline for Implementation	Resources
Technology Coordinator	Start: 9/1/2008 Finish: 6/30/2014	\$116,000.00

Strategy: 4.3 Improve the communication between the school counselors and students and families.

Description: School counselors will develop building specific action plans to address the communication needs of their students and families.

Activities:

Activity	Description	
4.3.1 Provide parents and students information regarding school counselor services.	Provide an overview of the services offered by our school counseling department during all parent and student orientation programs.	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Elementary Education; Assistant Superintendent of Secondary Education; Building Principals, School Counselors	Start: 9/1/2008 Finish: 6/30/2014	\$3,000.00

Activity	Description	
4.3.2 Develop a variety of ways for school counselors to communicate with families and students.	As part of the comprehensive school counseling program, school counselors will develop action plans to improve communication to families and students. One such piece of communication will be the development of a school specific school counselor newsletter to families and students. The newsletter will be made available on the webpage, through the new student information system and will be mailed home by parent request.	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Elementary Education; Assistant Superintendent of Secondary Education; Building Principals, School Counselors	Start: 9/1/2009 Finish: 6/30/2014	\$0.00

Activity	Description	
4.3.3 Develop a school counselor site on the District webpage.	Each school building on the District webpage will have a link to the school counselor webpage. Counselors will be responsible for bi-monthly updates to this site. Parents and students will be provided information about the site.	
Person Responsible	Timeline for Implementation	Resources
Technology Coordinator	Start: 9/1/2010 Finish: 6/30/2013	\$0.00

Activity	Description	
4.3.4 Improve parent and student programming options provided via the school counseling department.	Through the comprehensive school guidance program curriculum, school counselors will develop specific student and parent programs at each level: elementary, intermediate, middle and high school. These programs will be made available during and after school hours.	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Elementary Education; Assistant Superintendent of Secondary Education; Building Principals, School Counselors	Start: 9/1/2010 Finish: 6/30/2011	\$30,000.00

Goal: 6. PRODUCTIVE LEARNING ENVIRONMENT AND CULTURE

Description: Create a learning environment and culture that emphasizes the importance of continued education for all stakeholders while it strives for strong relationships and support systems for all members of the school culture.

Strategy: 6.2 Provide students and families with successful transitions beginning at the pre-k level through post-high school.

Description: Develop a system that prepares incoming, current, and new students and families for success as they transition from one grade level to the next, to new buildings, and to post high school work and/or study.

Activities:

Activity	Description	
6.2.3 Continue to build partnerships with local preschools and families.	An early literacy committee will work with caregivers, parents and day care centers to improve the transition of preschool students into kindergarten and to provide resources to help caregivers prepare preschool children for the academic and structural foundations of kindergarten. The committee will design workshops and training sessions for caregivers, set up orientation programs and provide a parent resource center in each elementary building.	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Elementary Education	Start: 9/1/2008 Finish: 6/30/2014	\$0.00

Activity	Description	
6.2.4 Provide smooth transitions for all students as they advance from one grade to the next and as they move to onto	A committee of District representatives across grade levels will develop a plan to help ease student and family transition from grade level to grade level and from graduation to post-secondary life. This plan will be shared with students and families.	

post-secondary life.		
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Secondary Education	Start: 9/1/2009 Finish: 6/30/2010	\$0.00

Strategy: 6.3 Provide students with a variety of interventions.

Description: Provide safety nets for students who struggle academically, socially and emotionally.

Activities:

Activity	Description	
6.3.1 Use the Response to Intervention model to identify students who struggle academically and behaviorally.	The District Response to Intervention (RTI) coordinator, along with the reading coordinator and District administrators, will continue to hone the District RTI plan and share updates of the plan with the professional staff.	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Elementary Education; Building Principals	Start: 9/1/2008 Finish: 6/30/2014	\$0.00

Activity	Description	
6.3.2 Provide students with additional learning opportunities.	Through the use of tutoring that occurs before school, during school (i.e.: learning labs, guided study halls, guided lunch sessions) after school, during summer programs and through creative scheduling, students will be given academic support to meet learning needs and to improve overall achievement. We will use the Accountability Grant to fund these programs.	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Elementary Education; Assistant Superintendent of Secondary Education	Start: 9/1/2008 Finish: 6/30/2014	\$0.00

Activity	Description	
6.3.3 Use technology to assist students in meeting or exceeding PA standards in all core subjects.	The technology committee will explore technology options for student academic intervention services and make annual recommendations for purchasing. Once technology programs are purchased, the committee will track student achievement data as a means of evaluating program effectiveness.	
Person Responsible	Timeline for Implementation	Resources

Technology Coordinator	Start: 9/1/2008 Finish: 6/30/2014	\$120,000.00
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Activity	Description	
6.3.4 Develop an anti-bullying policy and procedures and extend our prevention programs.	Selected administrators, along with the Director of Human Resources, will develop an anti-bullying policy and procedures and submit these to the Board for consideration. If approved, these will be shared with staff, students and parents. This team will also explore bully prevention programs to offer to staff, students and parents.	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Secondary Education	Start: 9/1/2009 Finish: 6/30/2010	\$0.00

Activity	Description	
6.3.5 Integrate students into the regular education setting and regularly monitor the progress of students with disabilities and English Language Learners.	Integrate students with disabilities and English Language Learners (ELLs) seamlessly into the general education environment and provide a system that regularly monitors the academic and social progress of these children. Provide additional transition programs for these students and their parents. Train staff to deal effectively with the academic and learning needs of these students.	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Secondary Education	Start: 9/1/2008 Finish: 6/30/2014	\$30,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4	2	320
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Norwin School District; Westmoreland Intermediate Unit; Allegheny Intermediate Unit; PaTTAN; Other PDE Approved Providers	<ul style="list-style-type: none"> • School Entity • College • Non-profit organization • Intermediate Unit • Association • Individual • Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will be able to	Students with Disabilities: Special needs	<i>For classroom teachers,</i>

<p>design instruction and behavior modification plans for autistic students. Inclusionary practices, such as co-teaching, will be presented. Teachers will be expected to write co-teaching lesson plans. Teachers will gain skills in communicating with the families of students with special needs. CPR/AED instruction will be given to educators. Educators will strengthen their ability to produce achievement in English Language Learners.</p>	<p>encompasses a number of areas. There is constant effort on the part of the District to keep teachers and administrators abreast of the new research in the areas of autism, inclusion, co-teaching and general communication skills to all families that have children with special needs. Staff members will receive professional development related to assessing present levels of inclusion and enhancing students' experiences in regular education to maximize the students' ability to socialize and learn. Faculty will develop a culture that will communicate to parents that the District has a "whole school" approach to inclusion. By studying the methods of co-teaching, faculty members will use flexible grouping strategies that produce high-volume engagement of all students. Co-planning can combine skills to provide more effective teaching and assessment of skills to diverse groups of learners.</p> <p>CPR/AED: CPR/AED training has been an ongoing effort by the District's physical education department who are certified trainers. The department recognizes that all teachers need these skills to address the safety of the school population.</p> <p>ELL: Educators will learn that students' home language must be embraced as a foundation from which English literacy development will grow. Teachers will learn to engage students in numerous opportunities for instructional dialogue. Students' families will become part of the teachers' learning resource.</p>	<p><i>school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials
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		<p>and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a culture of <u>teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

Role		Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Elementary (grades K-4) • Intermediate (grades 5-6) • Middle (grades 7-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer

		Sciences • Geography
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • 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 • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • 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 • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio 	

Activity	Description	
6.3.6 Develop a school wide parent advisory group.	The District offers a wide range of supports for parents; however, there are times when parents need another parent to listen and offer advice. The parent advisory group will act as a support system for parents who struggle with child and school related issues. The District will investigate other Districts that offer a similar program, research parent advisory groups and develop our own program. Parents who make up the advisory group will be provided training.	
Person Responsible	Timeline for Implementation	Resources
Assistant Superintendent of Elementary Education; Assistant Superintendent of Secondary Education	Start: 9/1/2011 Finish: 6/30/2012	\$0.00

Strategic Planning Process

Overview of the Strategic Planning Process

In November 2007, central office administrators attended a training for “Leading for Learning eStrategic Planning” at the Westmoreland Intermediate Unit. Following this training, the building principals and other District supervisors received an overview of the eStrategic Plan at an administrative team meeting in December 2007. Certain members of this administrative team were asked to lead specific committees of the eStrategic Plan and to identify parents, students and staff to serve on the respective committees. The administrators leading the committees participated in a webinar on the eStrategic Planning web tool.

In December 2007, a press release was sent to local newspapers with information about the Norwin School District Strategic Planning Process. In this release, the District advertised for community members to apply to serve on the Strategic Planning Steering Committee. Additionally, a memo about applying to serve on the Strategic Planning Steering Committee with an application form was sent to all professional employees. The application form and information about serving on the Strategic Planning Committee was posted on the District website.

During a School Board retreat in January 2008, Board members and central office administrators attended a meeting to discuss the eStrategic Planning process, the goals of the *No Child Left Behind Act* and the educational impact for students attending the Norwin School District. The eStrategic Planning Process was also discussed at the public School Board workshop session on the evening of January 14, 2008; following this meeting, the media prepared a press release regarding the District's strategic planning information and process.

The Strategic Planning Steering Committee met weekly beginning in January 2008. Subcommittees met sporadically throughout the process. The last meeting of the Strategic Planning Steering Committee was June 3, 2008 for a total of twelve meetings. Members of the administrative team that headed each specific plan also met several times per month for discussion and planning.

In January 2008, parents, students and teachers were asked to participate in an online perception survey. On January 24, 2008, the data collected from the parent, student and teacher surveys was shared with building level administrators. They were asked to reflect upon the strengths and needs of the data and to share the data and their reflections of the data with the respective groups in their buildings. The Strategic Planning Steering Committee spent several meetings looking at and analyzing a myriad of District data from which goals were later built.

At the Board workshop session in April 2008, the Board received a review of the goals, strategies and activities of the Strategic Plan. In May 2008, the Special Education and Teacher Induction plans were shared with the Board. In June 2008, the remaining components of the Strategic Plan, representing the following plans, were delivered to the Board for review and discussion: Academic Standards and Assessment, Educational Technology, Professional Education and Student Services.

Following the June 2008 workshop meeting of the Board, interested community members and stakeholders, by request to the Assistant Superintendent of Secondary Education, had an opportunity to view all of the components of the Strategic Plan.

In July 2008, the Norwin School Board of School Directors was presented with the new 2008-2014 Strategic Plan for approval. Once approved, the plan will be found on the District's webpage at <http://www.norwinsd.org>.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Aftanas, Douglas	Norwin School District	Secondary School Teacher	N.E.A.
Berger, John	Respironics, Inc.	Business Representative	Norwin School Board
Black, Frances	Norwin School District Student	Other	Dr. Federinko
Brozek, Gary	Norwin School District	Parent	Norwin School Board
Carrozza, Kathleen	Norwin School District	Parent	Norwin School Board
Celigo, Rudy	Other	Community Representative	Norwin School Board
Citerone, David	Business	Business Representative	Norwin School Board
Clark, Lynn	Norwin School District	Secondary School Teacher	Norwin Education Association (N.E.A.)
Colcombe, Doug	Norwin School District	Ed Specialist - School Counselor	Counselors
Connelly, Danielle	Norwin School District	Secondary School Teacher	N.E.A.
Curran, Kathy	Norwin School District	Ed Specialist - Instructional Technology	Dr. McNelly
Davis, David	Norwin School District	Parent	Norwin School Board
Flynn, Barbara	Other	Community Representative	Norwin School Board
Franicola, Dr. Janet	Norwin School District	Administrator	Dr. McNelly
Ghinassi, Ann	Other	Community Representative	Norwin School Board
Giuliana, Jeffrey	Norwin School District Student	Other	Dr. Federinko
Guiliana, Ron	Norwin School District	Board Member	Norwin School Board
Haraburda, Tiffany	Norwin Community	Community Representative	Norwin School Board
Hazer, Dr. Mary Anne	Norwin School District	Special Education Representative	Dr. McNelly
Kotch, Tim	Norwin School District	Administrator	Dr. McNelly
McCabe, Tim	Norwin School District	Ed Specialist - Home and School Visitor	Dr. McNelly
McCracken, Natalie	Norwin School District	Administrator	Dr. McNelly
McNelly, Dr. Tracy A.	Norwin School District	Administrator	Dr. Boylan
Newell, Heather	Norwin School District	Administrator	Dr. McNelly
Noe, Wendy	Norwin School District	Parent	Norwin School District
Olszewski, Cynthia	Norwin School	Parent	Norwin School Board

	District		
Palmieri, Elaine	Norwin School District	Special Education Representative	Dr. McNelly
Quattrini, John-Curtis	Norwin School District Student	Other	Norwin Student Council/Dr. Federinko
Rakvic, Raymond	Norwin School District	Secondary School Teacher	N.E.A.
Reiter, Richard	Other	Community Representative	Norwin School Board
Sasso, Tobitha	Norwin School District	Middle School Teacher	N.E.A.
Silbaugh, Michael	Norwin School District	Secondary School Teacher	N.E.A.
Stewart, Rod	Norwin School District	Ed Specialist - Nutrition Service Specialist	Dr. McNelly
Stocklein, Thomas	Norwin School District Student	Other	Dr. Federinko
Swick, Laura	Norwin School District	Elementary School Teacher	N.E.A.
Tachoir, Jack	Norwin School District	Parent	Norwin School Board
Taylor, Charles	Other	Community Representative	Norwin School Board
Teems, Sue	Norwin School District	Elementary School Teacher	N.E.A.
Turkowski, Jennifer	Norwin School District	Parent	Norwin School Board

Assurance for the Collection, Maintenance, and Dissemination of Student Records

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures the following:

- The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with §12.31(a) and §12.32
- The plan shall be maintained in compliance with §12.31(b) and made available to PDE in compliance with §12.31(c)

Assurance for the Operation of Student Services and Programs

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures that there are local policies and procedures in place that address:

- ☑ Free Education and Attendance (in compliance with §12.1)
- ☑ School Rules (in compliance with §12.3)
- ☑ Discrimination (in compliance with §12.4)
- ☑ Corporal Punishment (in compliance with §12.5)
- ☑ Exclusion from School, Classes, Hearings (in compliance with §12.6, §12.7, §12.8)
- ☑ Freedom of Expression (in compliance with §12.9)
- ☑ Flag Salute and Pledge of Allegiance (in compliance with §12.10)
- ☑ Hair and Dress (in compliance with §12.11)
- ☑ Confidential Communications (in compliance with §12.12)
- ☑ Searches (in compliance with §12.14)
- ☑ Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. §§ 780-101 - 780-144)

The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

- ☑ The Student Services Report complies with §12.41(b), §12.41(c), and §12.42 (consistent with the Early Intervention Services System Act (11 P.S. §§875-101 - 875-503)
- ☑ Consistent with §445 of the General Education Provisions Act (20 U.S.C.A. §1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (in compliance with §12.41(d))
- ☑ Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with §12.41(e))

Supporting Documents - Attachment

- Wellness Policy