Pennsylvania Department of Education

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

Special Education Report

(Last Approved: Thursday, June 09, 2011)

Entity: Upper Dauphin Area SD
Address: 5668 State Route 209
Lykens, PA 17048-8414
Phone: (717) 362-6545
Contact Name: Paul Caputo

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Upper Dauphin Area SD	Capital Area IU 15	Paul R. Caputo	3	1249	187

District Special Education Contact:

Name	Title	Phone	Fax	Email
Michael P. Young	Supervisor of Special Education and Student Services	717-362-6573	717-362-4254	youngm@udasd.k12.pa.us

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

Current Program Strengths and Highlights

Upper Dauphin Area School District participates in a consortium agreement with Halifax and Millersburg school districts to provide a continuum of educational programming opportunities to students at locations closer to their home schools than may be available through other options.

Beginning with 2008, the school district has been working on the Least Restrictive Environment (LRE) Improvement Plan under the supervision of the Bureau of Special Education. The district has made significant gains in including more special needs students in regular education classes and currently has met or exceeded the goals set by the State for inclusion. In recognition of that superb effort the school district is scheduled to come off the LRE monitoring in the summer of 2011.

The District utilizes a variety of assessments to drive instruction including Aimsweb, Dibels, Study Island Benchmarking and RtII.

<u>Kindergarten</u>

Currently, Upper Dauphin Area School District offers four sessions of half day kindergarten and two classes of extended day kindergarten. The students are chosen for extended day kindergarten based on their kindergarten screenings and/or teacher recommendations. The students in extended day attend school for the whole day and receive intensive instruction especially in the areas of math and reading. In addition to the core instruction, there is push-in support on a daily basis to provide additional support and small group instruction in literacy for the ½ day and extended day kindergarten classrooms.

<u>AimsWeb</u>

As part of the assessment plan of the Upper Dauphin Area School District, AimsWeb assessments are used in grades K-8.

In grades K-4, math computation probes are used three times per year for benchmarking.

In grades 5-8, in addition to benchmarking, math computation probes are used monthly for benchmarking purposes. This data is used to place students into a math intervention when necessary.

Additionally, in grades 7 and 8, AimsWeb oral reading fluency prompts and MAZE assessments are used to measure reading fluency and comprehension.   This data is reviewed by grade level teams and students are placed in intervention groups depending upon their need.

Also, in grade 9 through 12 AimsWeb is used to identify students with reading deficiencies. The students that are most in need of assistance in reading are then placed in either the SRA class or the Read Naturally Class.

Study Island Benchmarking

Upper Dauphin Area School District administers the Study Island Benchmark tests to all students in grades 3-10.

In grades 3-8, tests are administered four times per year in both math and reading. Results are analyzed by grade level teams and departments and are used to provide students targeted instruction in all core curricular classes and to place students in targeted intervention groups as necessary.

Also, students in grades 9-11 are given benchmark tests four times per year. This data is then used to make data-driven decisions and helps to guide teachers in their instruction of the students.

Co-Teaching

The district has initiated efforts to enhance Co-Teaching opportunities at all grade levels. In the elementary (K-4) the teachers collaborate on a weekly basis by grade level to discuss opportunities for improved planning while the special education teachers meet with the respective teachers of the included students to discuss how they can improve instruction with in the classroom.

In the middle school Co-Teaching is conducted at each grade level as teacher teams have been formally trained. They teach together in the classroom by focusing on the needs of all the students in the class. They also have daily Co-Planning periods to plan for instruction and review and reflect on the results of the previous instruction to determine areas that could be improved.

In the high school Co-Teaching is conducted in English classes as well as collaboration between the regular education English teacher and the special education teacher. The two teachers meet on a regular basis to plan for instruction so that differentiation occurs in the classroom and students are able to learn on their own individual levels.

Response to Instruction and Intervention (RtII)

RtII is a regular education initiative to provide additional instructional support and accommodations for students in hopes they will not fall further behind the regular education curriculum. Grade level teams review assessment data to determine where students would best benefit from targeted instruction.
Additionally, RtII provides targeted interventions in small group instruction based upon the needs of both regular and special education students. Student needs are assessed bi-weekly to

determine progress resulting in fluidity among groups as determined by a review of ongoing assessments. On going progress monitoring of students ensures tier placement is correct

Grades K through 8 receive RtII 30 - 45 minutes each day.

Identifying Students with Learning Disabilities

The Upper Dauphin Area School District uses a statistical discrepancy model for identifying students with learning disabilities. The school psychologist will diagnose learning disabilities by exclusion. If the child has a disability that adversely affects educational performance, and the child is not mentally retarded, does not have a visual, hearing or motor disability, is not emotionally disturbed, and is not negatively affected by environmental, cultural or economic disadvantages, it is likely that the child may have a learning disability.

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 Srvcs as of Dec 1

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

Nonresident Students Oversight

a. The District will closely work with the school district of the 1306 student to ensure these students are properly identified. Currently there are no 1306 students in the District.

b. Once the school district of the 1306 student has properly identified the student, both school districts will work closely to ensure that an IEP is written that provides a Free Appropriate Public Education in the Least Restrictive Environment. This will include teacher collaboration, communications with parents and foster parents and collaboration between districts.

c. Currently there are not barriers to limit the School District's ability to meet its obligations under 1306. However, within the last year there was a incorrect identification of one of our students as a 1306 by another district that required a certain amount of communications with both the other school district and the IU to correct.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
None	There are currently no facilities for incarcerated students in the Upper Dauphin Area School District.	0

Incarcerated Students Oversight

The Upper Dauphin Area School District would comply with the requirements of IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals. The district would comply with the child find obligations; utilize appropriate evaluation procedures and diagnostic/screening instruments to determine eligibility for services.

If a local correction institute were located in Upper Dauphin Area School District, the district would have the responsibility to adopt a system to locate and identify all students who are thought to be eligible and to determine those students' needs through a screening and evaluation process. The district would provide annual public notices to the appropriate individuals and establish a means of timely communication with the institution to ensure that all incarcerated students who may be eligible are located, identified, evaluated, and when deemed eligible, offered a free appropriate public education (FAPE).

Least Restrictive Environment 34 CFR §300.114

Ensuring Maximum Integration

The IEP team determines where a student's needs can best be met. The team considers the use of supplementary aids and services to meet those needs in the regular education environment in the neighborhood school. The district employs professional staff and instructional aides to provide support to students in inclusive settings. Students are also provided educational services in classrooms not with their non-disabled peers within the district. In the last few years the district has made significant strides towards more inclusive practices including differentiated instruction and co-teaching models. Professional development opportunities on-site as well as off site are being addressed through PaTTAN and CAIU 15 to assist the district in continuing to improve ongoing efforts for implementation of best practice. However, due to student specific needs, the small size of the district, and its limited amount of programs, some students are provided FAPE in locations close to the district within the identified consortium (Halifax, Millersburg, and Upper Dauphin). The district also contracts for classroom based services located in public school buildings with CAIU 15 and Approved Private Schools when needs cannot be meet in the neighborhood school or through the consortium.

Supplementary Aids and Services

Service/Resource	Description
Adaptive equipment in computer classroom	
Adjustments to sensory input, i.e., use of headphones so that students can better focus on	

their work and also to block out other distracting noises	
Audio versions of texts	
Behavior support plans	
Co-teaching	
Collaboration between regular education staff, special education staff, and other related service staff	
Communication devices	
Cooperative learning groups	
Differentiated Instruction	
Extended School Year (ESY)	
Extended time for test or assignment completion	
Larger print versions of text	
Modification of rules and expectations by modifying assignments and rules of projects to meet student needs and capabilities	
Modified curricular activities	
Multi-Disciplinary Team	This team is constructed of a special education teacher, regular education teacher, student (optional), parent(s), local educational agency representative, and possible outside agency representatives. This team meets to discuss and plan for the individual needs of the student involved.
On-line self-paced materials	
Paraprofessional aid support	
Peer support	
Provide extra visual and verbal supports	
Providing alternate materials to include: enlarged print of transcription exercises, use of device [paper placed under lines to keep track of a student's place within a keyboarding page or transcription poem or paragraph.] Students also type in a larger font size and complete assignments in a larger font size	
Small group instruction	
Specific seating arrangements	
Study guides	
Tests read to students	
Use of study guides	

LRE Data Analysis

Personnel Development Activities

Topic: Inclusive Practices (Co-Teaching, Collaboration amongst Regular and Special Education Teachers, Differentiated Instruction, Accommodations and Modifications, Learning Focused Instruction)

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2011, Spring 2012, Fall 2012, Fall 2013, Spring 2014	PATTAN Staff, IU Staff, Higher Education Staff, Use of ASCD training	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	LRE Data Analysis for Dec 1, 2008 is shown above and is updated as follows. District in 2008 was cited for LRE non-compliance and place on an Improvement Plan and developed a corrective action plan. Special Education students educated inside regular educations classrooms included Baseline Data for: (1) 2008-09 District 56.5%; (2) 2009-10 District 61.9%; and (3) 2009-10 District 65.1%. The District has shown due diligence in addressing the previous problem of LRE by making more and more opportunities available to special education students in the regular education classes, and the District will strive to increase these percentages by 1% per year for the next three

years.

Topic: Chapter 14 Regulations (July 2008 revisions and to improve the accuracy in the calculation of LRE numeric data)

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2011, Fall 2012, Fall 2013	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning	The entire special education staff has been trained in accurately reporting student placement in the IEP (time spent receiving special education services) and when a student changes classes, that new information is reviewed for its LRE impact.

Topic: Positive Behavioral Support Strategies

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2011, Spring 2012, Summer 2012, Summer 2013, Fall 2013	PATTAN Staff, IU Staff, Administration will attend conference/workshop, and then bring the information back to deliver to UDASD Special Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Participants will review the new Chapter 14 Regulations related to FBAs and Behavior Support Plans. Participants will learn and discuss simple, practical strategies for managing student behavior within the Least Restrictive Environment. Staff will discuss and practice developing sample Line's of

Inquiry and Positive Behavior Support Plans. Staff will discuss and practice the important skills of documenting and monitoring Behavioral Data. The District has shown due diligence in addressing the problem of incorporating more Positive Behavioral Support Plans in students IEP and the District will strive to increase these percentages by 1% per year for the next three years.

Topic: Autism Spectrum Training

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2011, Summer 2012, Spring 2013, 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, Distance Learning	Participants will learn about autism spectrum disorders, characteristics, accommodations, strategies, and any other information that is necessary for students with autism to be included within the District's educational setting. Emphasis will be placed on the continual improvement in programming,

instruction, supports, and accommodations for students with autism. Staff already trained will refresh and upgrade their skills while other staff will receive training with an emphasis on those staff who teach and interact with students with autism in order to foster a more caring school environment for students with autism. The District will increase Autism awareness will increase that by 1% per year for the next three years.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Millersburg Area School District	Neighboring School Districts	Intensive Speech and Language (K-2)	3
Millersburg Area School District	Neighboring School Districts	Life Skills (Elementary and Middle School)	6
Halifax Area School District	Neighboring School Districts	Emotional Support (7-12)	1
Halifax Area School District	Neighboring School Districts	Autistic Support (7-12)	3
Middle Paxton Elementary School (CAIU-15 Class)	Special Education Centers	Elementary MDS Class	2
Hoffman Homes	Other	Emotional Support 4th grade	1
Yellow Breeches	Approved Private Schools	Emotional Support (6-12)	5
George Junior Republic	Other	Emotional Support 9th Grade	1
Alternative Rehabilitative Communities	Other	Emotional Support 10th Grade	1

Harbor Creek	Other	Emotional Support 7th Grade	1

Personnel Development for Improved Student Results

Personnel Development - PA NCLB Goal #1

Reflections

There are currently no reflections selected for this section.

Base Line Data

Baseline Data:

Based on the 2009 PSSA results for IEP students: Math Advanced 7.4%, Proficient 23.5%, Basic 28.4%, and Below Basic 40.3%. Reading Advanced 6.2%, Proficient 13.6%, Basic 28.4% and Below Basic 51.9%.

Based on the current 2010 PSSA results for IEP students: Math Advanced 12.9%, Proficient 18.6%,   Basic 34.3%, and Below Basic 34.3%. Reading Advanced 5%, Proficient 13.8%, Basic 27.5% and   Below Basic 53.8%.

Comparisons between 2009 and 2010 Math results: 1. Advanced declined by 5.5%, which is excellent   2. Proficient declined by 4.9%; 3. Basic increased 5.9%, which was good; and 4. Below Basic declined by 6%, which was good.

Comparisons between 2009 and 2010 Reading results: 1. Advanced declined by 1.2%, which was negative   2. Proficient slightly increased by .2%; 3. Basic slightly decreased by .9%; and 4. Below Basic slightly increased by 1.9%

The general trend comparing 2009 and 2010 results with prior years indicates the District is increasing its scores for students with IEPs.

Personnel Development Activities

Topic: Reading: Students with disabilities will demonstrate increased proficiency in reading as specified in the Pennsylvania academic standards.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2011, Fall 2011, Summer 2012, Spring 2013, Summer 2013, Fall 2013, Spring	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences,	2010-11 Projected Percentage Improvement of 3% of students who test at or above proficient in Reading will be evidenced on the PSSA summary

2014

reports.
2011-12 Projected Percentage Improvement of 3% of students who test at or above proficient in Reading will be evidenced on the PSSA summary reports.
2012-13 Projected Percentage Improvement of 3% of students who test at or above proficient in Reading will be evidenced on the PSSA summary reports.

Topic: Math: Students with disabilities will demonstrate increased proficiency in math as measured by a 3% improvement per year in the number of exceptional students who test at or above proficient in math as measured by the PSSA summary reports.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2011, Spring 2012, Summer 2012, Spring 2013, Summer 2013, Spring 2014,	PATTAN Staff, IU Staff	New Staff, Instructional Staff	On-site Training with Guided Practice, Conferences, Computer Based Training	2011-2012 Projected Percentage Improvement of 3% of students who test at or above proficient in Math will be evidenced on PSSA summary reports. 2012-2013 Projected Percentage Improvement of 3% of students who test at or above proficient in Math will be evidenced on PSSA summary reports. 2013-2014 Projected

Percentage Improvement of 3% of students who test at or above proficient in Math will be evidenced on PSSA summary reports.

Qualified Staff

Reflections

There are currently no reflections selected for this section.

Base Line Data

The Special Education Department at the Upper Dauphin Area School District is committed to providing Free and Appropriate Public Education services to students with disabilities in the Least Restrictive Environment. To that end, the department is currently comprised of the following staff: One Supervisor of Special Education, one special education secretary, one school psychologist, one full-time speech teacher, 12 special education teachers, and 20 full time special education paraprofessionals and 2 part-time special education paraprofessionals. Currently, 7 of the 12 teachers have attained their master's degree. In addition, 93% of department staff are considered "Highly Qualified" by the state. To ensure that our staff continue to have the knowledge and skills necessary to deliver effective instruction, the District is committed to providing staff with access to in and out of District training opportunities which include training opportunities with CAIU-15.

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
Fall 2011, Spring 2012, Fall 2012, Summer 2013, Fall 2013, Spring 2014	PATTAN Staff, IU Staff, National Autism Conference	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	Staff will be given training that focuses on continual improvement in programming, instruction, supports, and accommodations for students with autism. Topics of training will include: specific instructional strategies,

research based materials and strategies, assistive technology, communication needs and barriers, and inclusionary practices As of 2010-11 all staff had received training and were knowledgeable about students with autism including strategies and techniques for the different levels under the autism spectrum.

2011-2012 Projected Percentage Improvement of 3% of who are highly qualified. 2012-2013 Projected Percentage Improvement of 3% of who are highly qualified. 2013-2014 Projected Percentage Improvement of 3% of who are highly qualified.

Topic: ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the yearly updated 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 2011, Spring 2012,	IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff,	On-site Training with Guided Practice, Workshops with Joint Planning Periods,	Topics of training will include: specific instructional

Summer 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2013	Related Service Personnel	Conferences, Distance Learning	strategies, research based materials and strategies, assistive technology, communication needs, barriers, and inclusionary practices. 2011-2012 Projected Percentage Improvement of 2% of who are highly qualified. 2012-2013 Projected Percentage Improvement of 2% of who are highly qualified. 2013-2014 Projected Percentage Improvement of 2% of who are highly qualified.

Transition/Post School Outcomes

Reflections

There are currently no reflections selected for this section.

Base Line Data

The Upper Dauphin Area School District Special Education Department is committed to increasing the graduation rate of students with disabilities. Upper Dauphin Area School District's Special Education Data Comparison Report (2008-09 only) indicate the following graduation and dropout rates:

2008-09 the graduation rate was 87.27% (State 88.0%) with a dropout rate of 11.13% (State 11.33%).

2009-10 the graduation rate was 91.0% (State 87.7%) with a dropout rate of 9.1% (State 10.55%).

The District currently implements Keys to Work, as well as a Cooperative Education program designed to teach vocational skills. The Special Education Department is committed to providing programs and staff trainings that increase the likelihood of students remaining in school through graduation. All special education students have the opportunity to gain work experience in the community in a variety of occupations through teacher initiatives as well as through the

Community Based Vocational Instruction (CBVI) program.

Personnel Development Activities

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

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014	IU Staff, The District will continuously provide updated training for staff on the proper use of Keys to Work. This program has 2 distinct features. First, it can identify successful career choices for a student based upon their current skill sets. Secondly, Keys to work can identify the skill sets a student needs to improve upon in order to succeed in their desired career path.	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences	2011-2012 Projected 3% reduction in the number of students who drop out of school, and a 3% increase in the number of students who graduate. 2012-2013 Projected 3% reduction in the number of students who drop out of school, and a 3% increase in the number of students who graduate. 2013-2014 Projected 3% reduction in the number of students who drop out of school, and a 3% increase in the number of students who graduate.

Topic: Transition from Early Intervention to School Age

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2011, Spring & Fall	PATTAN Staff, IU Staff,	Parent, New Staff, Paraprofessional,	Workshops with Joint Planning Periods,	Staff will be given training that

2012, Spring & Fall 2012, Spring & Fall 2013, Spring & Fall 2014	District staff - District staff will meet with parents and staff of transition age students prior to their starting public school. At the meeting, participants will discuss: the transition process, the students strengths and needs, available supports and services, and the IEP process. With this information, it is projected that the students will receive FAPE immediately upon entering the school program.	Instructional Staff, Administrative Staff, Related Service Personnel	Conferences, Distance Learning	focuses on continual improvement in effectively planning and programming for students who transfer into Kindergarten and/or first grade from early intervention programs. Topics of training will include: effective interagency communication, interdisciplinary collaboration, and effective programming options. Additionally, there is an Early Intervention Team that extensively reviews the records of all students of concern transitioning from EI to K in order to provide instructional programming as well the necessary accommodations and supports.

Behavior Support Services

Reflections

There are currently no reflections selected for this section.

Summarized School District Policy

Upper Dauphin Area School District's

113.4 POSITIVE BEHAVIOR SUPPORT

Adopted 09-13-05   Revised 2-8-11

1. Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques, in accord with subsection (c) (2).

2. Guidelines, (a) Notwithstanding the requirements incorporated by reference in 34CFR 300.24,   34CFR 300.34, 300.324 and 300.530 (relating to related services; development, review, and revision of IEP; and authority of school personnel), with regard to a child's behavior, the following words and terms, when used in this section, have the following meanings, unless the context clearly indicates otherwise:

Aversive techniques — Deliberate activities designed to establish a negative association with a specific behavior.

Behavior support — The development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Positive behavior support plans — A plan for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual eligible young child's or student's IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

*Restraints (*i) The application of physical force, with or without the use of any device for the purpose of restraining the free movement of a student's or eligible young child's body.

(ii) The term does not include briefly holding, without force, a student or eligible young child to calm or comfort him, guiding a student of eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort her from one area to another.

(iii) The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's or eligible young child's parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition, and governed by subsection (c).

(b) Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the 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.

1.   The use of restraints to control the aggressive behavior of an individual student or eligible young child shall cause the school entity to notify the parent of the use of restraint and shall

cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

2. The use of restraints may only be included in a student's or eligible young child's IEP when the following conditions apply:

(i) The restraint is utilized with specific component elements of positive behavior support.

(ii) The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.

(iii) Staff are authorized to use the procedure and have received the staff training required.

(iv) There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

3. The use of prone restraints is prohibited in education programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.

4. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

5. School entities shall maintain and report data on the use of restraints as prescribed by the Secretary. The report shall be reviewed during cyclical compliance monitoring conducted by the department.

(c) 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 IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

(d) The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:

1. Corporal punishment.

2. Punishment for a manifestation of a student's disability.

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

4. Noxious substances.

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

6. Suspensions constituting a pattern under 14.143 (a) (relating to disciplinary placement).

7. Treatment of a demeaning nature.

8. Electric shock.

(e) School entities have the primary responsibility for ensuring that positive behavior support programs are in accordance with this chapter, including the training of personnel for the use of specific procedures,   methods and techniques, and for having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures as provided in subsection (c).

(f)   In accordance with their plans, agencies may convene a review, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints.

(g) Subsequent to a referral to law enforcement, for students with Disabilities who have positive behavior support plans, an updated functional Behavior assessment and positive behavior support plan shall be required.

Authority: The provisions of this 14.133 amended under sections 1372 and 2603-B of The Public School Code of 1949 (24 P. S. 13-1372 and 26-2603-B).

Source: The provisions of this 14.133 adopted June 8, 2001, effective June 9, 2001, 31 Pa. B. 3021; amended June 27, 2008, effective July 1, 2008, 38 Pa. Code 3575. Immediately preceding text appears at serial pages (334877) to (334878).

Agencies having the primary responsibility for ensuring that behavior management programs are in accordance with this chapter, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy on the use of behavior management techniques and obtaining parental consent prior to the use of highly restraining or intrusive procedures. In accordance with their plans, agencies may convene human rights committees to oversee the use of restraining or intrusive procedures and restraints.

In line with its Positive Behavioral Support Policy and in an effort to be pro-active in its positive behavioral support, Upper Dauphin Area School District has created a safe and democratic environment for the students, all the while ensuring their safety so that they may focus on the priority reason for their attendance (e.g., socio-academic progress). In that regard, the District has developed several "in house" teams (e.g., safe crisis management team, counseling team) to address the needs of the student body.

The Safe Crisis Management Team program undergoes constant updated training to ensure that staff are fully aware of "how to interact" with children in time of need at all levels of need but especially in the most dire.

The Counseling Team (e.g., District Psychologist, Emotional Support Teacher, Guidance Counselors) have agreed upon the importance of the usage of the "Counseling Standards Crosswalk". In 1991, the Pennsylvania Department of Education in collaboration with the Pennsylvania School Counselors Association created a wall chart for use by school counselors and entitled "The Developmental Goals of Guidance and counseling." In 1997, the American School Counselor Association issued its publication, "National Standards for School Counseling Programs." This document is intended to provide a "crosswalk" between the competencies contained in those two documents. The comparisons are divided into three sub-groupings - Academic, Career and Personal/Social - and then further subdivided into four grade levels - K-2, 3-5, 6-8 and 9-12. In the case of the Career section, two additional documents were referenced - "The National Career Development Guidelines which were published in 1989 by the National Occupational Information Coordinating Committee and "The Academic Standards for Career

Education and Work" a document which was presented to the Pennsylvania State Board of Education in 2002, but which had not received final approval by that body as of the date this publication was prepared. This latter document does, however, appear to represent a draft that will be very similar to or identical to the final form that will be adopted. Because the documents used in this resource were developed to serve somewhat different purposes, it is not always possible to make a clear comparison. Likewise, one document may have several statements that could be relevant to one or more statements in another document. In those cases a decision sometimes had to be made as to which statement would be matched with which other one. No statement was used more than once in this crosswalk. In general the approach used was to match statements at the earliest grade level in which they could be identified. The work of preparing the crosswalk was undertaken by Dr. Robert B. Cormany, Executive Director of the Pennsylvania School Counselors Association, in cooperation with Mr. Jay D. Cannon, State Administrator for Career Counseling Services in the Pennsylvania Department of Education's Bureau of Career and Technical Education. Funding for this project was secured through an American Career Resource Network (ACRN) Grant within the Bureau of Career and Technical Education.

These are only two examples and some of their respective efforts to ensure that students are treated with respect and have a rewarding developmental experience at Upper Dauphin Area School District

.

Personnel Development Activities

Topic: Positive Behavioral Supports

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2011, Summer 2012, Summer 2013, Spring 2014	IU Staff, Trainings administered and conducted by school district administration	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	Participants will review the new Chapter 14 Regulations related to FBAs and Behavior Support Plans. Participants will learn and discuss simple, practical strategies for managing student behavior within the Least Restrictive Environment. Staff will discuss and practice developing sample Line's of Inquiry Positive Behavior Support Plans. Staff will discuss

and practice the important skills of documenting and monitoring Behavioral Data. Administrators and staff will receive Chapter 14 training on Positive Behavioral Support to address In-School Suspension and Out of School Suspension; particularly involving students with Mental Retarded and will decrease the incident of each by 3% each year for the next three years.

Topic: De-escalation Techniques

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2011, Summer 2012, Summer 2013	IU Staff, School District Administration and District Emotional Support Teacher	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	Trainers from IU will attend workshops and/or conferences on Safe Crisis Management and other de escalation techniques to bring back and share with the staff at UDASD. Participants will be reminded of the Districts increased focus on placing students in the Least Restrictive Setting, as well as the increased need for all building staff to

have the necessary skills to work with students who have a wide variety of disabilities.

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

   The Upper Dauphin Area School District is not having difficulty ensuring Free Appropriate Public Education (F.A.P.E.) for any particular disability category or categories. First, the District attempts to educate all children in the home school to the maximum extent possible. This practice is promoted and enhanced through the District's use of Co-Teaching and Differentiated Instruction teaching models.

Secondly, the District since Spring 2010 has made a very strong effort to bring students back to the District from placements outside. The results of this have been significant in that the approximately 66% of students placed outside the district are now back in the District. This was accomplished by the District beginning a full time emotional Support program in 2010-11 in the middle and high school. Additional accomplishments were obtained by taking students in more restrictive settings like IU classrooms and providing them with a Personal Care Assistant (PCA) and returning them to their home school.

The district currently operates a Life Skills Classroom in the High School and the staff have been encouraged to provide more opportunities for these students in regular education classes and that has been put into practice in a significant way. Through the increased use of PCAs these students are being included in more regular education elective activities. Student helpers also come into the LSS class to work with the students and that increases interaction between the LSS students and their non-disable peers. This carries over into student helpers working the LSS students outside the LSS class.

In 2011-12 school year the District will begin a second LSS class for students ages 14 to 17 which will result in more inclusion opportunities, age appropriate interactions and a better instructional environment.

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	Lykens, PA/UDA Elementary	E	GE	I	SLS	5	10	32	0.50
	SD	Lykens, PA/UDA Elementary School (MS)	E	GE	S	LS	5	7	8	0.70
	SD	Lykens, PA/Upper Dauphin Area Elementary	E	GE	I	LS	8	9	11	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
		School (TT)								
	SD	Lykens, PA/Upper Dauphin Area Elementary School (MM)	E	GE	S	LS	8	11	10	0.50
	SD	Lykens, PA/UDA Middle School	M	GE	I	SLS	11	14	20	0.30
	SD	Lykens, PA/Upper Dauphin Area Middle School (KM)	M	GE	I	LS	12	14	15	0.60
	SD	Lykens, PA/UDA Middle School (DE)	M	GE	FT	LS	12	14	2	0.17
	SD	Lykens, PA/UDA Middle School (KM)	M	GE	S	LS	12	14	4	0.40
	SD	Elizabethville, PA/Upper Dauphin Area High School	S	GE	I	SLS	14	19	12	0.18
	SD	Elizabethville, PA/UDA High School (RG)	S	GE	I	LS	15	18	18	1.00
	SD	Elizabethville, PA/UDA High School (DS)	S	GE	I	LS	15	17	10	1.00
	SD	Elizabethville, PA/UDA High School (BG)	S	GE	FT	LSS	18	21	6	0.50
	SD	Elizabethville, PA/UDA High School (BG)	S	GE	S	LSS	18	21	10	0.50
	SD	Lykens, PA UDA Elementary School (MS)	E	GE	I	LS	5	7	5	0.30
	SD	Lykens, PA/UDA Elementary School (MM	E	GE	S	LS	9	9	13	0.50
	SD	Lykens, PA/Upper	E	GE	I	LS	9	9	5	0.10

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
		Dauphin Area Elementary School (MM)								
	SD	Lykens, PA/UDA Middle School (TL)	M	GE	I	LS	10	11	9	0.40
	SD	Lykens, PA/UDA Middle School (DE)	M	GE	S	LS	12	14	10	0.50
	SD	Lykens, PA/UDA Middle School (KM)	M	GE	I	LS	12	14	16	0.60
	SD	Elizabethville, PA/UDA High School (LL)	S	GE	I	LS	14	17	15	0.60
	SD	Lykens, PA/UDA Elementary School (MM)	E	GE	FT	LS	9	9	3	0.40
	SD	Lykens, PA/UDA Middle School (TL)	M	GE	S	LS	10	11	6	0.60
	SD	Lykens, PA/UDA Middle School (DE)	M	GE	I	LS	12	14	7	0.33
	SD	Lykens, PA/UDA Middle School (CG)	M	GE	I	ES	11	15	10	0.58
	SD	Lykens, PA/UDA Middle School (CG)	M	GE	FT	ES	11	15	5	0.42
	SD	Elizabethville, PA/UDA High School (BR)	S	GE	I	ES	15	18	10	1.00
	SD	Elizabethville, PA/UDA High School (LL)	S	GE	S	LS	14	17	8	0.40
	SD	Lykens, PA/UDA Elementary School (MM)	E	GE	FT	LS	9	9	5	0.40

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
	SD	Lykens, PA/UDA Middle School (TL)	M	GE	S	LS	10	11	10	0.60
	SD	Lykens, PA/UDA Middle School (DE)	M	GE	I	LS	12	14	12	0.33
	SD	Elizabethville, PA/UDA High School (BR)	S	GE	I	ES	15	18	15	0.80
	SD	Elizabethville, PA/UDA High School (BR)	S	GE	S	ES	14	17	4	0.20
	SD	Upper Dauphin Area School District	S	GE	S	LSS	13	17	10	0.50
	SD	Upper Dauphin Area School District	S	GE	FT	LSS	13	17	6	0.50
	SD	Upper Dauphin Area School District	S	GE	S	LSS	14	14	10	0.50
	SD	Upper Dauphin Area School District	S	GE	S	LSS	14	17	10	0.50

Support Staff (District)

School District: Upper Dauphin Area SD

ID	OPR	Title	Location	FTE
-	SD	Classroom Aide (SL)	Upper Dauphin Area Elementary School	1.0
-	SD	Classroom Aide Part-Time (C)	Upper Dauphin Area Elementary School	.5
-	SD	Classroom Aide Part-time (JD)	Upper Dauphin Area Elementary School	.5
-	SD	Personal Care Assistant (PCA) (SS)	Upper Dauphin Area Elementary School	1.00
-	SD	Personal Care Assistant (PCA) (BL)	Upper Dauphin Area Elementary School	1.00
-	SD	Emotional Support Classroom Aide (TH)	Upper Dauphin Area Middle School	1.00
-	SD	Classroom Aide (BL)	Upper Dauphin Area Middle School	1.00
-	SD	Classroom Aide (ST)	Upper Dauphin Area Middle School	1.00
-	SD	Personal Care Assistant (PCA) (RS)	Upper Dauphin Area Middle School	1.00

-	SD	Personal Care Assistant (PCA) (TW)	Upper Dauphin Area Middle School	1.00
-	SD	Personal Care Assistant (PCA) (BK)	Upper Dauphin Area Middle School	1.00
-	SD	Classroom Aide (EK)	Upper Dauphin Area High School	1.00
-	SD	Classroom Aide (JS)	Upper Dauphin Area High School	1.00
-	SD	Classroom Aide (CP)	Upper Dauphin Area High School	1.00
-	SD	Classroom Aide (JO)	Upper Dauphin Area High School	1.00
-	SD	Classroom Aide (FE)	Upper Dauphin Area High School	1.00
-	SD	Personal Care Assistant (PCA) (BS)	Upper Dauphin Area High School	1.00
-	SD	Personal Care Assistant (PCA) (AB)	Upper Dauphin Area High School	1.00
-	SD	Personal Care Assistant (PCA) (RS)	Upper Dauphin Area High School	1.00
-	SD	Personal Care Assistant (PCA) (DW)	Upper Dauphin Area High School	1.00
-	SD	Emotional Support Classroom Aide	Upper Dauphin Area High School	1.00
-	SD	School Psychologist	Office is in the Upper Dauphin Area Middle School	1.00
-	SD	Supervisor of Special Education	Office is in the Upper Dauphin Area Elementary School	1.00

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
C	Capital Area Intermediate Unit #15	Autism Support /Consult Services	5 Hours
C	Capital Area Intermediate Unit #15	Blind/Visually Impaired Support/Consult Services	30 Minutes
C	Capital Area Intermediate Unit #15	Deaf/Hearing Impaired Support/Consult Services	15 Minutes
C	Capital Area Intermediate Unit #15	Occupational Therapy/Supplemental-Itinerant (direct and indirect) related services	20 Minutes
C	Capital Area Intermediate Unit #15	Physical Therapy	60 Minutes
C	Capital Area Intermediate Unit #15	Psychological Evaluations	10 Minutes
C	Capital Area Intermediate Unit	Audiology	10 Minutes
-	Pressley Ridge	Mental Health Therapeutic Counseling	1 Days
-	Goodwill Industries	Sheltered Workshop Training	2 Days

Assurance for the Operation of Special Education Services and Programs

School Years: 2014 - 2017

The Upper Dauphin Area SD within Capital Area IU 15 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**