
Pennsylvania Department of Education



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

Student Services Report **(Last Approved: Tuesday, December 16, 2008)**

Entity: Upper Dauphin Area SD
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Educational Community

The Upper Dauphin Area School District is located in central Pennsylvania in northern Dauphin County, approximately 30 miles north of the state capitol, Harrisburg, PA. It is an agricultural community with a strong working class population. The district has several industrial plants, two large tool and die shops, a heat reclaimer, and a graphics machine plant; however, the largest local employer is a window and door manufacturer which has three plants in the district. And, in 2007, Wal-Mart Super Center opened in the district along State Route 209 in Washington Township between Elizabethville and Loyalton. Many local residents who do not work in the aforementioned plants and shops work in Harrisburg and are state employees. Additionally, the Upper Dauphin Area is an agricultural community. Some residents are working farmers.

The district is comprised of several small towns and outlying rural areas which are: the boroughs of Berrysburg, Elizabethville, Gratz, Lykens, and Pillow; the villages of Carsonville, Erdman, and Loyalton; and, Jefferson Township, Mifflin Township, Lykens Township, and Washington Township.

The district comprises 91 square miles and the total district population is about 8500 residents. The school district enrollment is 1250 students, K—12. It is important to note that there is a significantly substantial Amish population who live in the district. The Amish people send their children to seven one-room school houses in the district and two outside of the district.

The Upper Dauphin Area School District is comprised of three schools: Upper Dauphin Area Elementary School, Upper Dauphin Area Middle School, and Upper Dauphin Area High School.

The school district also has an administration building which is conjoined with the middle school.

The district is not ethnically diverse and thus, 99% of the 1250 students enrolled in the Upper Dauphin Area School District are Caucasian.

Administration

The Upper Dauphin Area School District office is located at 5668 State Route 209, Lykens PA and houses the superintendent's office, the business office, technology department, facilities manager, child accounting, and payroll. The Board of School Directors meetings are held in the District Office Board Room on the second Tuesday and the last Thursday of each month. The regularly scheduled voting meeting of the Board is held on that first Tuesday and the Thursday meeting is the Committee of the Whole meeting.

The Upper Dauphin Area SD Administrative Council consists of the following personnel:

- Superintendent of Schools
- Business Manager
- High School Principal
- Middle School Principal
- Elementary School Principal
- Supervisor of Special Education and Student Services

Staff

The Upper Dauphin Area School District employs 100 professional staff, 6 administrators, and 59 support staff. Approximately 73 members of the professional staff hold a bachelor's degree and 27 hold a master's degree.

Mission

Our mission is to empower our students to be lifelong learners in order to reach their greatest potential.

Vision

In keeping with our mission, a learning partnership comprised of staff, families, and the community at large will promote a collaborative spirit in a safe and secure environment to support the education of the whole child. In order to achieve these goals, we will make a commitment to:

- Provide a challenging curriculum with effective teaching
- Promote a culture of respect which values diversity
- Empower our students to develop personal integrity and accountability.

Shared Values

- We believe:

Our students are our purpose.

Our district focuses on our students and recognizes that each person has the ability to learn.

Our students are entitled to a safe, caring, learning environment.

All students want to succeed in some way and want to feel good about themselves.

All students should have the opportunity to learn using the most current material and technology available, in order to compete with the rest of the world.

All students should be encouraged to discuss their ideas and the ideas of others in the classroom instead of just rote memorization of facts.

The advancement of society depends on the development of individual talents, and that each student should be given the opportunity and resources to develop his/her talents to the utmost of their potential.

Our learning environment develops values of service, pride, excellence, and integrity.

Our students are encouraged to contribute to the community.

Our district strives for pride, excellence, and integrity.

Our heritage provides a foundation for good citizenship.

The role of all in the school community is to work cooperatively to support the needs of the students.

The partnership among the home, the school district, and the community has a direct correlation to the quality of the educational system and the experience of each student.

Every human has intrinsic value and unique gifts and talents.

Character counts and that honesty and integrity are essential to healthy relationships.

Schools are places to help all students develop and enhance their self-worth.

Students of today will live in a profoundly different future and we must address new challenges.

Global citizens require competencies in problem-solving, communication skills, technology, and teamwork.

Learning occurs within the entire school community when: (1) all who enter feel physically and emotionally safe and secure; and, (2) healthy minds and bodies are valued and encouraged.

Individuals are responsible for their choices and actions.

The family is the foundation for a successful community.

Strategic Planning Process

Strategic Planning Process

The Upper Dauphin Area School District embarked on its journey to develop its Strategic Plan in September of 2007. The process began with the selection of a Strategic Plan Leadership Team comprised of the Superintendent, Director of Technology, High School Principal, Middle School Principal, Elementary School Principal, and Coordinator of Special Education and Student Services. The Superintendent also served as the facilitator of the planning process.

The Strategic Plan Leadership Team:

Academic Standards and Assessment--Dr. Elaine E. Eib, Superintendent

Professional Education--Mr. Evan Williams, Elementary Principal

Teacher Induction--Dr. Elaine E. Eib, Superintendent

Technology Education--Mr. Bryan Campbell, Director of Technology

Special Education--Mr. Danny Crum, Coordinator of Special Education/School Psychologist

Student Services--Mr. Timothy Foley, High School Principal

In October of 2007, the Upper Dauphin Area School District Leadership team received its first in a series of professional development trainings on the new eStrategic Planning instrument. This training was provided through the Capital Area Intermediate Unit.

On May 28, 2008, the Strategic Plan Steering Committee met for a third time. During this meeting, each subcommittee leader presented a PowerPoint illustrating the work completed at this stage and the process used to complete the plan.

On July 8, 2008, the Superintendent of Schools presented a draft of the Strategic Plan to the Board of School Directors at their Board Meeting. On July 31, 2008, the Upper Dauphin Area School District Board of School Directors approved the Strategic Plan. The plan was made available to the public for thirty (30) days beginning August 1, 2008 (hard copy documents in the high school, middle school, elementary school, District office; available on the District Website; available in the public library.)

The Mid-Point Review of the Upper Dauphin Area School District Strategic Plan took place throughout the 2010-2011, school year. Parent, staff, student and community input was solicited and received through a variety of means, formal and informal, including committee meetings, surveys and personal interviews. The Strategic Plan Mid-Point Steering Committee met in July

2011 and put forth the recommendation that no changes are needed to the Strategic Plan at this time. This recommendation was presented for Board of Education in August. At its September 13, 2011, meeting, the UDASD Board of Education accepted this recommendation and voted unanimously to notify the Pennsylvania Department of Education of this fact.

Current Student Services

Service/Resource	Description
Capital Area Intermediate Unit	Provides resources, consultation, staff training, and special services such as English as a second language instruction and hard of hearing support.
Dauphin County Children and Youth Services	Provides support services for families, specifically in cases of neglect or abuse.
Dauphin County Crisis Intervention	Crisis Intervention
Dauphin County Drug and Alcohol	Counseling and Education
Dauphin County Mental Health/Mental Retardation Services	Provides assistance and case management to families with mental health and/or mental retardation needs.
Dauphin County Probation	Monitoring
Holy Spirit Hospital Teenline	Provides Consultation and training for our Student Assistance Program teams.
Keystone Children and Family Services	Provides support services for families as well as a mental health liaison to the school. Part of the Student Assistance Program teams.
Mazzitti & Sullivan Counseling Services	Provides consultative services through a drug and alcohol liaison to our Students Assitance Program teams, faculty and parents.
Mentoring Program	High school staff volunteer their time to mentor students identified as being in need of such service.
Newport Counseling	Provides outpatient counseling services.
Peer Mediation	The high school counselor trains students to be peer mediators and facilitates the mediation process when needed.
Peer Support Group	Members of SAP facilitate a bi-monthly peer support group.
Philhaven	Provides outpatient programs.
PinnacleHealth	Provides outpatient and partial hospitalization.
Pressley Ridge Therapeutic Service	Provides mental health services to students
Students Against Destructive Decisions	A high school counselor advises the high school students in the SADD program. Educational activities are developed that focus on helping students make healthy and safe decisions.
Upper Dauphin Area School District Counseling K-12 Program	The high school's two counselors, one middle school counselor and one elementary counselor provide individual, small group, and school wide programs for students that promote normal development and resiliency in children. The high school teaches Career Curriculum to meet PA standards.
Upper Dauphin Area School District Health	One certified school nurse, one registered nurse and one licensed practical nurse.

Services (K-12)

Upper Dauphin Area School District Psychological Services (K-12)	One certified school psychologist who is a resource to the school community, providing developmentally appropriate services, diagnostic, intervention, and referral services, and consultative services to agencies outside the District.
Upper Dauphin Area School District Student Assistance	There are two secondary SAP Teams (one at the middle school and one at the high school) and an elementary SAP team that provide assistance to students who have social/emotional/drug or alcohol problems that significantly impact their learning/achievement. There is a mental health liaison and a drug /alcohol liaison that can help connect families with community resource as needed.

Needs Assessment

Elementary Needs Assessment:

A needs assessment was conducted in the winter of the 2007-2008 school year. The purpose was to garner opinions about the kinds of attributes and personal qualities students should possess. Teachers and parents were asked what five qualities they believe children leaving the elementary school should have or exhibit. The results of the survey are as follows:

Students should be:

1. Caring/Compassionate/Good Friend/Cooperative 100%
2. Responsible/Dependable: 94%
3. Polite/Respectful/Mannerly: 78%
4. Honest: 72%
5. Confident/Independent: 61%
6. Studious/Good Work Ethic/Organized/Hard-working: 61%
7. Non-tattling: 5%
8. Divergent thinker: 5%
9. Good Sense of Humor: 5%

These results will be used when researching and developing a character education program for the elementary school. Based on these results, it is apparent that any program should include components that:

- stress development of caring for others;
- encourage responsibility and independence;
- teach and model good manners and honesty;
- teach and model good work habits and organizational skills.

Project Wisdom is currently used for daily announcements to encourage and develop the aforementioned characteristics and behaviors; however, it will be necessary to encourage staff to teach and model these behaviors consistently. In addition, the behavior program at the elementary level should be modified to reflect emphasis on the above behaviors.

The elementary school currently has the 1st year program of *Project Wisdom*. It is the recommendation of the Student Services Committee that the District acquire the next two years so that a three-year cycle may be provided for the students and staff.

Elementary Goals:

1. Acquire the complete set of *Project Wisdom* so a three-year cycle is available
2. Develop and implement a Character Education program that incorporates the qualities parents and teachers believe are qualities our students should have when leaving the elementary school. A committee should be formed to develop this program. Monthly themes should be used to introduce desirable qualities and behaviors. In-service time should be provided to instruct teachers on the importance of character education.

Review current behavior management program and move to a Positive Behavior Support System model. Develop and implement this new behavior support program. Some members of the ESAP team received training in this area and would serve as members of the committee. In-service time must be provided for staff to learn the new behavior system when it is completed.

Middle School Needs Assessment:

In February of 2008, middle school students and teachers were asked what they thought to be the greatest need(s) with respect to student services. 315 surveys were completed by students and 6 surveys were returned by teachers. The preliminary survey produced the following results:

Students identified bullying (153/315 students or 49% of student population) as the biggest need. Even though our middle school implemented the *Olweus Bullying Prevention Program* several years ago, students still felt that bullying was a significant problem at our school. This truly targets a need for more training as it was identified that the middle school has a significant amount of staff members who started teaching after the initial training. Students also suggested class meetings and assemblies to help address this need. The second highest need identified by students was help in choosing a career. 118 students out of 315 responses (37%) asked for things such as a career day or fair and the opportunity to job shadow. These are both areas which we can pursue as well as making use of a career inventory such as Holland's Code to help students identify their strengths and abilities.

Teachers identified Perseverance/Task Completion as the greatest need with 4 out of 6 teachers (67%) identifying that as the greatest need. Other top needs include: ability to work together, respect for self and others, and organization skills. Our current character education program embeds much of these skills though a specific class in study skills and organization; however, a more direct approach is needed.

High School Needs Assessment:

Truancy Taskforce Committee and Truancy Officer

The Upper Dauphin Area School District must develop a comprehensive system of services and supports to address truancy. A truancy committee is needed to create a plan focusing on student services and emphasizing wellness and resiliency. Strategies for promoting student attendance and reducing truancy should be essential components of the plan.

The truancy committee will utilize the *Pennsylvania Toolkit for School Attendance and Truancy Reduction* as a resource to design strategies for ensuring that students attend school, feel an attachment to school, and achieve their educational goals. The toolkit was developed through a recommendation of the Pennsylvania Truancy Task Force, and is the culmination of a cross-system effort coordinated by the Pennsylvania Department of Education in conjunction with the Pennsylvania Department of Public Welfare, the Juvenile Court Judges' Commission, the Special Court Judges Association of Pennsylvania, and the Center for Schools and Communities.

The toolkit includes:

- schools' legal responsibilities regarding compulsory attendance
- sample parent and student correspondence to address truancy
- descriptions of successful truancy programs
- recommendations and a sample truancy elimination plan to ensure a comprehensive cross-system approach to truancy

In addition to creating a truancy committee, the Upper Dauphin Area School District must employ someone to serve as an attendance officer. First, second, and third class school districts are required to employ at least one person holding the title of attendance officer, or home and school visitor. The employee is to enforce the provisions of the Pennsylvania School Code regarding compulsory attendance. These individuals have full police power without warrant, and may arrest or apprehend any child who fails to attend school in violation of compulsory attendance. Certification by the PDE is required for all individuals employed as home and school visitors.

Certification Assignment: An educator holding a valid PA certificate as a Home and School Visitor is qualified to perform the following duties and functions:

- Develop positive interpersonal relationships between: members of the pupil personnel services team and social restoration specialists and external referral agencies, community and neighborhood organizations and the student's home to facilitate optimal schooling opportunity and personal development of the pupil.
- Engage in social casework.
- Investigate family problems.
- Assist staff cooperation with community resources and social work agencies.
- May serve as attendance officer, who is able to investigate reasons for school absences by pupils; enforcement of compulsory attendance provisions and preventing incorrigible, insubordinate, or disorderly conduct of students during school or on their way to or from school.
- Provide for students' needs through appropriate referral to a certified school psychologist or guidance counselor.

Student Services Program:

The Upper Dauphin Area School District currently is undergoing some significant changes in the area of Student Services. The District has hired a full-time Supervisor of Special Education and Student Services and a full-time school psychologist. A more intense focus is set on student services from special education to section 504, gifted education, guidance and counseling services, student health services, ELL, and the list continues. Student services will further be defined as developing programs and goals consistent with the academic standards established by the state and federal governments. Overall, it is the goal of student services to provide functional programs for all students, through diagnostic and interventional services for targeted students, and through consultative and coordinated services for families in need.

Action Plan

There are currently no activities selected for this plan report.

Narratives

Developmental Services

Developmental Services

High School Guidance Services: The mission of the two high school counselors is to be a strong advocate for the students. It is the responsibility of the school counseling office to facilitate a quality academic, career development, and personal/social environment within the school setting. The academic development enables students to acquire attitudes, knowledge and skills that contribute to effective learning. Career development enables students to acquire the skills to investigate the world of work and make decisions concerning post-secondary education. The personal /social development enables the students to acquire knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others. This is achieved by effective individual and group counseling, quality classroom guidance, Student Assistance participation, an open relationship with both parents and students, and working as a liaison to outside agencies.

Seniors--The school counselors meet with students individually and in small and/or large groups. Each senior meets with a school counselor at the beginning of the school year to discuss career plans, financial aid information, scholarships, SAT and ACT test, and related information. A verification letter is provided to each student. This check list type document is sent home to the parents informing them that the counselor has met with and discussed the designated items with their child. This letter is then to be returned to the school counselor with a parent's signature. As part of the college counseling program, students may request the guidance department to send all post-secondary school applications from the school office. The high school counselors provide students with financial aid and scholarship information. Additionally, all students are encouraged to participate in job shadowing at least once per year. Job shadowing is facilitated through the high school guidance department. Further, the high school guidance department provides students with opportunities to hear career speakers who are scheduled for career presentation to interested students at various junctures throughout the school year.

Juniors--Counselors conduct individual meetings with juniors in the late fall and early winter. The purpose of these meetings is to discuss academic progress, career and college plans, exploration of the ASVAB assessment results, and discussions about the SAT, ACT, and PSAT testing.

Sophomores--Counselors conduct individual meetings with sophomores in the winter and early spring. These meetings facilitate discussions of the Pennsylvania Mentor and Education Planner programs which include career issues, financial aid, scholarships, PSAT, SAT, and ACT testing. It is during this time when counselors review students' course selections. And, all sophomores are required to complete an interest inventory to assist them to explore prospective careers.

Freshmen--Counselors meet with all freshmen individually during the spring to discuss course selections for the next year and to complete a short career interest inventory.

The counselors operate through an open door policy and when the need arises, students may meet with a counselor to discuss emotional, cognitive, academic, and social issues or concerns. Students are either referred by a peer, parent, teacher, the Student Assistance Program (SAP) process, or come on their own. The counselors are professionally trained to counsel students on issues such as depression, anger management, death and loss, self-esteem, divorce, bullying, conflict resolution, study skills, time management and many other issues. The counseling department continues to experience an increase in the number of students seeking assistance for a variety of problems including academic, social and emotional issues. When the

counselor deems it necessary, he/she will contact the parent and may recommend therapeutic counseling through an outside agency.

High School Guidance Services Goals:

1. Review and rewrite the career curriculum to align it with the Pennsylvania Career Standards in a K-12 format;
2. Implement the use of the Myers-Briggs Assessment and link it to both personal and career development;
3. Expand career exploration field trip opportunities to all grade levels;
4. Utilize the *Keys2Work* program with appropriately identified students;
5. Utilize the Junior Achievement programs consistently;
6. Increase the quantity of SADD's health, mentoring, and educational fairs geared toward middle school students;
7. Develop a comprehensive and focused drop out prevention program and offer alternative educational opportunities for students to earn their high school diploma;
8. Proactively work to increase the graduation rate;
9. Continue to work closely with alternative educational programs such as CASA, Dauphin County Vo-Tech and Cyber School when appropriate;
10. Meet with each student, individually, and develop a four-year plan portfolio designed to help students make the best and most appropriate post-secondary decisions.

Middle School Guidance Services: There is one middle school counselor who services 400 students. The middle school counselor provides direct instruction in conflict resolution to all 5th grade students. The middle school counselor is also a member of the Positive School Climate committee which serves to promote positive behavior by rewarding students who make good choices and providing opportunities for positive activities in school. The middle school had previously implemented the *Olweus Bullying Prevention Program*, but could use some re-training as new teachers have come on board. The middle school counselor meets with bullies and victims as part of this program. The MS counselor also helps to oversee the *Quest Program*, a character education program provided through funding from the Lion's Club. Weekly lessons are a strong part of the *Quest Program*. Part of the *Quest* curriculum is service learning and students participating in several community service events. The middle school counselor also facilitates peer helping and peer tutoring groups to help with mediation and study skills. Counselors at all levels work to facilitate a smooth transition between buildings and for new students.

Middle School Guidance Services Goals:

1. Begin a career exploration unit with students (perhaps grade 7 and 8) aligned to the Pennsylvania Career Standards using EducationPlanner.org (a free web-site through PHEAA);
2. Increase and intensify the bully prevention program;
3. Incorporate the *Holland Code* to help assess personal interest inventories, etc.;
4. Provide resources to teachers to incorporate career education into existing units across the curriculum.

Elementary Guidance Services Goals:

1. Incorporate a comprehensive, research based developmental guidance program;
2. Upper Dauphin will be starting RtI (Response to Intervention) services with kindergarten, 1st and 2nd grade during the next school year. The elementary counselor must be trained in the RtI program;
3. The guidance counselors need to be able to attend the UpCounty Providers team meetings and other networking meetings that are available through various agencies.
4. Increase time for the guidance counselors/student services team to meet once per month and/or at in-services is necessary. This requires no funding, only a commitment that time will be allowed.
5. Develop and strengthen the transition between 4th grade and 5th grade;

6. Increase interactions between elementary and middle school students—students from middle school could serve as mentors to elementary students.

Health Services: Upper Dauphin Area School District has one certified school nurse who oversees the school health services and covers the middle school. Additionally, there is one registered nurse that covers the high school and one licensed practical nurse that covers the elementary school. The nurses work together as a team to provide services to all students and staff in the district. In addition to servicing students' health needs, the nurses conduct the following:

High School:

Coordinates two blood drives yearly
Manages referrals of students to in-school and community services
Participates in weekly SAP team meetings
Provides health teaching and health counseling on an individual basis. This includes speaking about health and hygiene issues

Middle School:

Provides acute care for sick and injured students and staff
Provides individual health counseling and teaching on an as-needed basis
Is a member of the Middle School SAP team
Arranges Wellness programs for faculty and staff

Elementary School:

A hygiene education program is presented to 4th grade students.
Male and female education programs about changing bodies are offered to 4th grade students.
Parent permission is required to participate in this program.
Dental education materials are provided for 1st grade teachers for dental health month.
Poison prevention materials are available for all teachers to present to students in grades K-4.
The school nurse is a member of the ESAP team and also provides information to the school psychologist and teachers on an as needed basis.
The school nurse provides acute care for students who are ill or injured. She is a member of the crisis team.
The school nurse is a coordinator for the Great Apple Crunch in October and Go for the Greens Day in March.

Health Service Goals:

Continue to offer health screenings, TB tests, flu shots, and student physicals. Refine the plan for pandemic flu procedures. Promote healthy living and district-wide wellness.

Psychological/Social Work Services: The District employs a school psychologist that participates on a school wide team that promotes the general well being of the students. The school psychologist presents programs to parents on topics such as transition planning for special needs students and interpreting standardized testing information to parents/guardians at the elementary level. The school psychologist works closely with the principals and guidance counselors to promote a positive school climate at all educational levels. The district contracts with the Capital Area Intermediate Unit #15 for social work services as needed when specific school wide or student concerns warrant.

Psychological/Social Work Service Goals: At the elementary level, the Response to Intervention model has begun. The Capital Area Intermediate Unit #15 will continue training staff for the Response to Intervention model. This will provide teachers with effective behavior and classroom management strategies as needed. We will continue support for teachers by presenting professional development programs on topics relevant to child development.

Additionally, it is a goal to have our school psychologist provide teachers with an increase in professional development in the area of Autistic Spectrum Disorders.

Strategy: Curriculum and Instruction.

Description: The Upper Dauphin Area School District will provide guidance and counseling related curriculum and instruction services that provide opportunity and interest to all students.

Activity: Alternative Career Pathways for Graduation.

Description: Provide options for students who require an alternative means for obtaining their diploma. Opportunities exist with the Dauphin County Technical School, Capital Area School for the Arts, CAIU Nurses Aid's training program, and Upper Dauphin Area High School's Building Trades, Natural Resources Curriculum, and Transition to Work programs. The High School will continue to explore other options that can be utilized for students that are skilled and/or interested in these non-traditional careers.

Departments Responsible: High School Guidance/Building Trades/Cooperative Education/Shadowing

Timeline for Implementation: Ongoing

Resources: Invest \$5,000 annually to fund students' tuition at the Capital Area School for the Arts.

Activity: Career Exploration

Description: In accordance with the Pennsylvania Academic Standards for Career Education and Work, the Upper Dauphin Area SD will implement the guidelines and recommendations in order to prepare students for post-secondary success. Job shadowing opportunities and college and/or technical school visits will be available to students. Students will maximize their career search by taking part in career field trips. The School District will utilize the Capital Area Intermediate Unit's Partnership for Career Development programs including but not limited to Fast Track to Success, Career Education Exchange, and On the Road.

Departments responsible: Elementary, Middle, and High School Guidance.

Timeline for Implementation: Start: 8/1/2008 End: 6/30/2014

Resources: \$7,500

Activity: Career Exploration through Career Inventories and Profiles

Description: The Upper Dauphin Area High School will continue to use career inventories such as the Self-Directed Search and ASVAB and websites such as Pennsylvania Mentor and Educational Planner for student self-exploration. The high school will implement the Myer- Briggs Personality assessment for assisting students to identify their strengths and career interest.

Department Responsible: High School Guidance

Timeline for Implementation: Ongoing

Resources: \$2,500

Activity: Career Exploration for Special Needs Students

Description: The Upper Dauphin Area School District will continue to utilize the Keys-2-Work software program and the Sage and Oasis interests and aptitude inventories to assist high school students to explore career and vocational options and to learn about specific skills necessary for various careers. This includes tutorial access to improve desired skill sets. The McCarron Dial will be utilized for the non-reader Life Skills students to analyze pre-vocational skills.

Department responsible: Special Education and Transition Coordinator

Timeline for Implementation: Ongoing

Resources: \$10,000

Activity: Curriculum Delivery

Description: The School District will explore and offer nontraditional technology based curriculum delivery methods in an effort to maximize student participation. The process will include but not limited to Study Island, streaming media, virtualization, and real-time video conferencing.

Department Responsible: Information and Technology

Timeline for Implementation: Start 8/1/2008 End 7/1/2014

Activity: Distance Learning Activities

Description: The Upper Dauphin Area School District will explore means to for distance learning to meet the needs of the students such as the Pennsylvania Virtual Academy Coalition through the Capital Area Intermediate Unit and local or regional school consortiums.

Department Responsible: High School Guidance Dept. and the Information and Technology Department

Timeline for Implementation: Start: 8/1/ 2008 End: 8/1/2014

Activity: Extra Assistance Options

Description: Options for providing students with extra help will be identified and implemented. These options may include but not limited to tutoring and self-directed or teacher directed computer software programs.

Department Responsible: Person or department assigned will be determined by the subject involved.

Timeline for Implementation: Ongoing

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention & Referral Services

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

High School Guidance Services: The school counselors participate on various school teams that discuss student concerns and development plans for referral and intervention. The counselors serve on the Student Assistance Team; Safety Committee; Adult Mentoring Program; Students against Destructive Decisions Program; Group Counseling Programs; and MDT, IEP and GIEP teams; and the Crisis Response Team (CRT). The high school 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 and well being. The counselors offer small group and individual counseling that target specific issues such as grief, conflict, self-esteem, substance abuse, anxiety, depression, divorce and social skills. The counselors also coordinate adult and peer tutoring programs to assist students who need remedial academic support. As appropriate, counselors work in conjunction with other faculty member to make referral to outside agencies such as Children and Youth and County Mental Health Case Management.

Guidance Services Goals: High school counselors participate in SAP maintenance meetings to review and improve the functioning of the service. Counselors will propose to expand opportunities for individual counseling and group counseling services. And, counselors will propose to expand opportunities that allow students to explore career interests through community and college career fairs. To maximize the use of community career exploration, funding for transportation is necessary. These experiences must be written into the curriculum in coordination with classroom teachers.

Middle School Guidance Services: The guidance counselors participate on various school teams that discuss student concerns and develop plans for referral and intervention. The District currently has Instructional Support at the elementary level and Student Assistance teams at all levels. In addition, the counselors are members of multidisciplinary teams that develop IEPs and GIEPs for individual students. All of the counselors provide individual counseling to students and provide consultation and referral services to families in times of crisis. The counselors also facilitate small groups on selected topics as is needed throughout the year. Peer tutoring and peer helping are utilized through the guidance counselors at the middle and high school levels. Additionally, the guidance counselors serve as the contact person to make referrals to Children and Youth or other agencies as needed.

Guidance Services Goals: Redefine the IST process at the middle school level. Expand small group options at all levels.

Elementary Guidance Services: The elementary counselor does gifted screenings on a requested basis. The assessments used are the K-BIT and the K-TEA. Assessments may also be administered at the direction of the school psychologist. The elementary counselor also assists in screenings for the extended day kindergarten class by administering the Speech-Ease test. The guidance counselor also assists with kindergarten screenings in the spring and is a member of the pre-school transition team for children entering school from the CAIU pre-school and/or Head Start.

The elementary counselor is a member of the ESAP team and the IST team. The counselor

serves as case manager for the majority of cases on the ESAP team and also provides information and assistance to the IST team. Students may be recommended for in-school guidance services from either of these teams. The counselor also provides information for evaluation reports and is a member of IEP teams of students that may need guidance services.

The elementary counselor provides classroom guidance lessons. Kindergarten, 1st and 2nd grade receive guidance lessons during the 1st marking period. Topics include friendship skills, responsibility, and bullying/teasing/tattling. The counselor assists the 4th grade teachers in teaching their drug and alcohol unit in health class. Other classes are provided on as needed or upon request basis. The counselor provides individual counseling service and small group counseling. Small groups offered include groups on divorce and changing families, grief and loss, building self-confidence, study skills, anger management, friendship skills, and communication skills. Students may be recommended for individual and small group counseling by parents, teachers, staff, and/or self-referral. Parent permission is obtained for small group counseling.

The counselor refers students and parents to outside agencies and services when required. As a member of the ESAP team, the counselor provides information to parents regarding the availability of services. The counselor serves as a member of the UpCounty Providers team and attends meetings when school is in session. The elementary counselor serves as the crisis team coordinator when a student is referred for suspicion of child abuse or requires crisis intervention services.

Health Services:

High School:

Mandated yearly screenings for all students (growth, vision, hearing, and scoliosis).

Mandated physicals for 11th grade students.

Sports physicals three times per year prior to each sports season and also for Special Olympics.

Collects specimens for weekly random drug testing and sends them to the Geisinger lab.

Provides nursing procedures such as nebulizer treatments, monitoring of indwelling IV lines, tracheostomy care, providing prescribed medications and monitoring of pregnant students.

Middle School:

Administers medicines and monitoring of blood sugars on a daily basis.

Performs mandated screenings as required by the PA Department of Health. For the middle school, these are height/weight screenings, vision, hearing, and scoliosis screenings.

Arranges for all physicals for the district and assists the physician's assistant with those physicals: Mandated 1st, 6th, and 11th grade physicals, Special Olympics physicals, and all sports physicals.

Elementary School:

Vision Screenings for Grades K-4. Near and distance vision screenings are provided at each grade level. Grade 2 also receives the additional vision screenings of color vision, plus lens, and depth perception.

Hearing Screenings for Grades K-3.

Height/Weight for Grades K-4. Height and weight are checked yearly. This includes calculating the BMI and BMI percentile by age. A Post BMI screening brochure produced by PANA is sent home for students that fall within the at risk for overweight or overweight categories.

Physical Exams for Grade 1. Physical exams are provided by the school doctor for students who do not have them done privately.

Dental Exams for Grades 1 and 3. Dental exams are provided by the school dentist for students who do not have them done privately.

The Fluoride program is offered to all students grades K-4. Participation in this program is voluntary.

PPD Skin Testing is offered every 3 years to all 1st grade students.

Provides nursing procedures such as nebulizer treatments, monitoring of feeding tubes,

monitoring of blood sugar for diabetic students and providing prescribed medications.

Health Service Goals:

At the elementary level, begin a Wellness Committee that would provide input and guidance on Wellness issues and policies (examples: snacks, healthy eating, time for movement during the day) with students and staff. This requires time for meetings and support of the board and administration.

Also at the elementary level, provide wellness programs for staff to start and also a wellness group for students at risk. A wellness program could be provided as an option at least one in-service per year. Also information could be disseminated via the school news-letter and emails. Budget for this would vary according to what programs would be offered. A before-school program to provide information or a group for weight loss may be viable for staff while for children at risk the guidance counselor and nurse would work together to provide a group.

District-wide, train all staff in CPR. This can be done in stages over the course of a few years by providing training at in-services for small groups of teachers/staff.

Psychological/Social Work Services: These services include the completion of comprehensive evaluations of students identified as having significant academic and/or behavioral concerns that have not improved with regular education supports and services. The assessments for targeted students include IQ testing, academic achievement testing, social/emotional assessments, functional behavioral assessments, and observations. In addition to being the examiner during these evaluations, the school psychologist is also a member of the regular and special education teams that design and revise plans to implement the recommendations of the assessments. Examples would include, IST, MDE, SAP, and ESAP. Included in the diagnostic, intervention, and referral services are consultations with parents, students, and teachers. These occur during and after the evaluation process. Direct counseling services are provided to individual students and to small groups of students to help them learn positive coping/behavioral strategies.

The district contracts with the Capital Area Intermediate Unit #15 as needed for social work services for targeted students. Examples of contracted services include, full time emotional support services, MDS, autistic support, and partial hospitalization programs.

Psychological/Social Work Goals: In addition to assisting in the development and implementation of the Response to Intervention model in the district, begin to use the model in the data collection and assessment of individual students who may have specific learning disabilities. Continue and expand the role of the school psychologist in providing individual counseling to targeted students according to their IEPs.

Action Plan

Goal: Five-Year Graduation Rate

Description: Graduation rate will meet or exceed 90%

Strategy: Community Partnerships

Description: The Upper Dauphin Area School District will enlist the local and regional Harrisburg community in establishing and maintaining partnerships that will broaden students' awareness and access to a wide range of career opportunities. The Upper Dauphin Area school counselors will be involved with the newly established Capital Region Counselors' Association.

Activity: Community Access to Information

Description: Upper Dauphin Area School District will publicize career development options, senior post-graduation plans, and graduate rate through a variety of communication resources such as the Guidance newsletter, the School District's newsletter, and school website.

Department Responsible: High School Guidance

Timeline for Implementation: Ongoing

Resources: \$0.00

Activity: Job Training and Mentoring Programs

Description: UDASD will continue to use the Northern Dauphin County YMCA career mentoring program and the High School's Transition to Work program. UDASD will continue to explore participation with the Capitol Area Intermediate Unit's Partnership for Career Development. The School District will provide opportunities such as Educator in the Workplace program.

Department Responsible: High School Guidance

Timeline for Implementation: Ongoing

Resources: \$5,000

Consultation and Coordination Services

Consultation and Coordination Services

High School:

The District's student service programs provide consultative services and coordinate intensive intervention service for students and families. These services support the District's mission and Strategic Planning Goals for student achievement. The activities of the Student Services faculty and staff support students and families so that barriers to learning can be overcome and students can achieve success in school.

Alumni Breakfast and Panel Discussions: The high school counselors work with the (Parent-Teacher Advisory Council) PTAC in sponsoring an Alumni Breakfast upon return from the winter recess after the new year. Counselors coordinate the contacting of all of the alumni from the past two years. Teachers volunteer to hold panel discussions with the alumni in their classroom. Counselors also have a sign-up sheet in the guidance office for any student wishing to attend the panel discussions. Prior to the panel discussions, guidance host a round table meeting with the alumni to ask what they liked about high school, what benefitted them the most in college, and what improvements they would suggest at the high school. The information is then disseminated to the faculty and administration.

Guidance Services: The high school counselors consult and coordinate community agency services for students. Parent permission is requested for necessary consultations with community counselors, physicians, CAIU social workers, mobile therapist, YWCA counselors, County Mental Health and Mental Retardation Case Managers, Children and Youth and the variety of agencies that provide counseling. This information is useful in designing, implementing and assessing school based improvement plans for students. By coordinating school based and community services, the District increases the likelihood that all students will be able to meet high academic standards and expectation and will develop positive social/emotional skills for a healthy life. High school counselors provide foundational support when they participate in the

development and implementation of school-wide programs such as discrimination awareness, Students against Destructive Decisions, Red Ribbon Week, tutoring programs, mentoring programs, peer mediation programs, conflict resolution training, peer support group, grief support groups, substance abuse support groups and smoking cessation programs. Counselors also provide professional development for faculty and staff through parent information programs on topics related to course selection, college selection and career selection, financial aid planning, and community substance abuse issues.

Guidance Services Goals: Expand educational opportunities for parents by offering evening programs on current topics related to the college selection process, career exploration, and financial aid. Expand the District's professional and parent libraries on current topics. Expand the transitional services available to new students and to students moving from 8th to 9th grade.

Middle School:

Guidance Services: The guidance counselor consults and coordinates with community agencies for services for students at their building levels. For example, with the permission of the parent/guardian, counselors may communicate with outside agencies to share information to help with treatment plans for individual students. Guidance counselors can exchange information with outside counselors, case managers, psychologists, etc. to help provide continuity in care in both the school and the home. By coordinating school-based and community services, the District increases the likelihood that all students will be able to meet high academic standards and expectations and develop positive social/emotional skills for a healthy life. Guidance counselors can serve as a link between parents and teachers to set up parent conferences or team meetings. They can also assist teachers in facilitating behavior plans between students and teachers.

Guidance Services Goals: Seek to involve parents more through family nights. Continue to build bridges with community agencies.

Health Services:

High School:

Communicates with parents and guardians regarding screenings and other health issues.

Middle School:

Monitors and keeps track of the physician's hours of service provided to the district.

Arranges for mandated dental exams for 1st, 3rd, and 7th grades.

Monitors and keeps track of the dentist's hours of service provided to the district.

Prepares the budget for all nursing services for the district.

Prepares the required annual report for the PA Department of Health.

Assists with kindergarten registration and arranges for vision screenings for incoming registrants with local optometrists.

Provides follow-up on provisional immunization of students.

Files the mandated immunization report to the Division of Immunization.

Elementary School:

A hygiene education program is presented to 4th grade students.

Male and female education programs about changing bodies are offered to 4th grade students.

Parent permission is required to participate in this program.

Poison prevention materials are available for all teachers to present to students in grades K-4.

The school nurse is a member of the ESAP team and also provides information to the school psychologist and teachers on an as needed basis.

The school nurse is a coordinator for the Great Apple Crunch in October and the Go for the Greens Day in March.

Health Service Goals: Expand the use of the District newsletters and web pages to provide information to the school community on health related topics that affect a child's development and academic progress. Expand opportunities to cooperate with teachers to develop classroom lessons for students on wellness topics to supplement the guidance and physical education programs that already exist.

Student Services Program: The District employs a Supervisor of Special Education and Student Services who manages all facets of special education and student services. The student services continues to develop programs and goals consistent with the academic standards established by the state and federal governments. Student services will support its goal of providing functional programs for all students, through diagnostic and interventional services for targeted students, and through consultative and coordination services for families who need it.

Psychological/Social Work Services: These services include the completion of comprehensive evaluations of students identified as having significant academic and/or behavioral concerns that have not improved with regular education supports and services. The assessments for targeted students include IQ testing, academic achievement testing, social/emotional assessments, functional behavioral assessments, and observations. In addition to being the examiner during these evaluations, the school psychologist is also a member of the regular and special education teams that design and revise plans to implement the recommendations of the assessments. Examples would include, IST, MDE, SAP, and ESAP. Included in the diagnostic, intervention, and referral services are consultations with parents, students, and teachers. These occur during and after the evaluation process. Direct counseling services are provided to individual students and to small groups of students to help them learn positive coping/behavioral strategies.

The District contracts with the Capital Area Intermediate Unit #15 as needed for social work services for targeted students. Examples of contracted services include, full time emotional support services, MDS, autistic support, and partial hospitalization programs.

Psychological/Social Work Goals: In addition to assisting in the development and implementation of the Response to Intervention model in the district, begin using the model in the data collection and assessment of individual students who may have specific learning disabilities. Continue and expand the role of the school psychologist in providing individual counseling to targeted students according to their IEP's.

Student Assistance Program

Student Assistance Program

The Upper Dauphin Area School District has Student Assistance Teams at all educational levels to support students and families in need of school-based and community support to overcome problems adversely affecting their academic achievement.

The High School Student Assistance Team consists of teachers, the nurse, the guidance secretary, and high school counselors. There are also two community liaisons from Dauphin County Drugs and Alcohol and Keystone Children's Services. The student assistance program is described in the faculty handbook, the student handbook, on the District Website, in the school newsletter, and in a student services brochure made available to everyone. The counselors speak with freshman in classroom settings to introduce them to the SAP process. Faculty is updated regularly and the service is offered to parents when appropriate. The SAP team has two main goals. The first is to provide support services to students and families when there are

significant hindrances and impediments with a student's success in school. The types of concerns that may negatively impact a student's success in school include substance abuse, grief and loss, mental health issues, family dysfunction, anti-social behaviors, lack of motivation, learning disabilities, or lack of opportunities to seek help.

Referral Process: Students may be referred to SAP by anyone in the school or community by completing a referral form held in the main office or by speaking with a member of the team. Students may refer themselves or may others about whom they are concerned. Referrals are anonymous. The SAP team notifies parents when a referral is received. Parent permission must be obtained to continue the SAP process. Strict confidentiality is maintained to protect the student's and family's privacy.

Team Planning: The SAP team meets weekly to discuss cases in order to make plans for assigning case managers, data collection, communicating with appropriate people and agencies, and for developing action plans. The SAP team also holds regular team maintenance meetings to discuss the team's processes and procedures. They also plan school-wide events through the SADD program such as Red Ribbon Week and the DUI Safety Bug.

Intervention and Recommendation: The assigned case managers will speak with parents and the student to gather specific information related to the concern. They use interviews and checklists to gather the information. The case manager usually hands the case over to the appropriate community liaison to gather more information about the issues. The case managers and community liaisons are responsible for meeting with the team to develop an action plan to help the student achieve success in school. School recommendations may include adult mentoring, individual or group counseling with the school counselor, counseling with the school psychologist, peer mediation, peer or faculty tutoring, or referral to the special education department. The plan may also include contacting community services, such as MH/MR Case Management, private counselors, crisis, physicians or substance abuse programs. The SAP community liaisons are helpful with this aspect of planning.

Support and Follow-up: Case managers and the SAP team continue to work with the family through ongoing communication and monitoring of success of the student as the action plan is implemented. Modifications to the plan may be made as the team monitors the student's progress toward success in school. The support team continues until the team believes that the concern has been adequately addressed.

The Middle School Student Assistance Team (SAP) consists of an administrator, a school counselor, a school nurse, five teachers representing all grade levels, and two outside consultants (one mental health and one drug and alcohol) provided by community agencies. This program is described in the middle school handbook and in a brochure given to incoming fifth grade students and new students. Additional brochures are available in the guidance office. During the Middle School Open House (Back to School Night), a SAP member is available to distribute information and talk with parents about the program. The Student Assistance Team seeks to identify and help at-risk students. An at-risk student is one who has demonstrates emotional, social, or substance abuse problems. These can include: academic and behavioral difficulties, student neglect or abuse, depression and mental health issues, substance abuse, eating disorders, student pregnancy, truancy, and attempted suicide or self-harm. The team is not a disciplinary team and it does not provide therapy. Rather, the Student Assistance Team is an intervention team that identifies and refers students to appropriate sources for help. The process works as follows:

Referral: Students can be referred by teachers, other staff members, other students, parents, or by a self-referral. Once a referral is made, a member of the SAP team makes contact with a parent/guardian in order to gain permission. Parental and student permission is required in order

to proceed. The team is committed to the utmost confidentiality in all aspects of the intervention process.

Team Planning/Communication: The SAP team meets weekly to discuss cases and assign responsibilities in case management, to collect information, and to develop a plan for action. Input is solicited from teachers, parents, and the referred student. The SAP team holds an annual maintenance meeting to inventory strengths and weakness and set goals for the following year. They also plan and implement events to promote healthy choices for all students. The team takes an active part in planning Red Ribbon Week events to raise awareness of the dangers of drugs and alcohol.

Intervention/Recommendations: After all information is compiled from teachers, the parents, and the identified student, usually one of the consultants (either mental health or drug/alcohol) meet with the student. At this point, the parent is called and an action plan is formulated with their input. Recommendations can be made at this time or after more discussion within the SAP team. Recommendation can be for the school setting and often include: meetings with the school counselor or a SAP team mentor, school groups, peer helping, tutoring, or testing/evaluations through the Special Education Department. Community resources often include: individual or family-based counseling, mentoring through the YMCA, case management, etc. Parents are provided with current contact information to access all recommendations.

Support and Follow Up: The SAP team and consultants continue to work with the family to help ensure follow through on recommendations. This is done through phone calls to parents or community contacts and by follow up meetings with the identified student at school.

The Elementary Student Assistance Team identifies and designs action plans for students who are experiencing difficulty in school because of academic, behavioral, social and/or emotional issues.

Team: The ESAP team consists of the principal, guidance counselor, RTI coordinator, speech/language clinician, art teacher, school nurse, teachers, a mental health consultant (Keystone Family and Children Services), and drug and alcohol consultant (Mazetti and Sullivan). The ESAP team works with elementary-aged students and their families. All members of the team are required to have ESAP or SAP training which is provided by TeenLine (Holy Spirit Hospital).

Referrals: Students may be referred to the ESAP team by teachers, other support staff, parents and/or other family member, the school psychologist, self-referral, and outside agencies. If the parent has not made the referral, he or she is contacted by a member of the ESAP team to discuss the concern and explain the ESAP process. That team member remains as the contact person for the parent throughout the process and any follow-up. Permission must be received from the parent before interventions and/or information gathering takes place. At times, parents are not willing to sign for the ESAP process to occur. When this happens, the parent is given the names of agencies that may be able to help and encouraged to contact them on their own. The team member may also give the parent the name and number of the mental health consultant for further assistance. Even if the parent refuses, the ESAP team member will continue to contact the parent throughout the school year to offer assistance or put the parent in contact with appropriate agencies. The ESAP team discusses each new case and determines if it is appropriate for the ESAP team. If the problem is only academic and no outside factors (such as mental health issues, family issues) appear to be impacting the student, that case is given to the IST team. The IST team can make referrals to the ESAP team when it is determined that outside factors are affecting a student's academic or behavioral needs in the school or when school-based programs alone do not appear to be meeting the student's needs. Strict confidentiality is maintained at all times. If a parent or guardian believes information needs to be shared with anyone outside of the ESAP team, a permission to exchange information form is signed.

Team Planning:The ESAP team meets weekly before school to discuss new referrals, assign case managers, collect information and consolidate information, update current cases, and plan school-wide activities that promote positive rapport between staff, students, and parents. At each meeting, plans for students are discussed and continue to be refined. The ESAP team also convenes in case of emergency and crisis. At that time, each team member is assigned a role for the day and provides support to students and staff. The ESAP team meets for yearly maintenance in order to update forms, plan for the upcoming year, and build and maintain a positive team relationship.

Interventions and Recommendations: The action plans developed for each student during the ESAP process may include school-based assistance such as individual or small group counseling, referrals for further evaluation, or classroom management plans. It frequently includes a need for community-based assistance. The mental health consultant serves as the liaison between the parent and the agencies as she is able to help them with insurance issues. Community-based referrals may include referrals to Case Management (MH/MR), crisis intervention, parenting agencies, private counseling services, mentoring programs.

Support and Follow-Up: Case managers continue to support the family until the student no longer needs support or appropriate services are in place and are providing support. Most cases are closed once supports are in place, however, the case manager continues to monitor the case and stay in contact with the parent and student. Plans are frequently revised, expanded, or amended as needs change.

Information: Staff is provided information about the ESAP program at the beginning of each school year—in faculty handbooks, brochures and at in-services. Teachers and staff are encouraged to speak to an ESAP team member if they have any questions about the appropriateness of a referral. The ESAP team provides updates on numbers of students serviced and reminders of the importance of referrals at monthly faculty meetings. Parents and/or guardians are informed of the ESAP team through information in the parent/student handbook, a brochure sent at the beginning of the school year and with the first report card, and also at back to school night. Students are informed of the ESAP team during one of their first art classes. ESAP team members all have a diamond with a Trojan poster at their windows so students are aware of people they can talk to. The ESAP team also maintains a bulletin board with team member pictures and news of upcoming school wide events sponsored by the ESAP team. The ESAP team currently plans and sponsors two school-wide events: Red Ribbon week (the last week of October) and Friendship Week (currently the week of Valentine's Day).

Goals: A commitment to provide continued funding for the mental health consultant's services at the elementary level is needed. The mental health consultant is not funded by the county at the elementary school level at this time.

Time and money (\$250-\$350) for all members to attend the required annual maintenance training for ESAP members is required. Maintenance is vital to the continued functioning of the team.

Replace retiring members of the team with new staff. Training will need to be funded (\$350-\$500 per new member). Over the course of the next seven years, two to three members of the team will need to be replaced.

Communication

High School Communication:

The Upper Dauphin Area School District believes that communication with students, parents, and the larger community is crucial to the implementation of its Strategic Plan. The School Board and

administration which is led by the Superintendent manage all District communications and community involvement.

Newsletter: Every month from October through May the high school guidance department coordinates and writes articles for the newsletter. Open Houses, scholarships, career information, websites, financial aid information, news and information from other departments, and other pertinent information are included. Colleges, trade schools, and technical schools are also spotlighted.

Academics: Communication with parents regarding academics is readily available through the Parent Extranet. The Parent Extranet is an online communication tool that enables parents to keep track of their child's academic progress and provides parents with "real-time" information. Additionally, guidance counselors monitor the athletic ineligibility list on a weekly basis and provide a written communication to parents of students who are on the list due to the academic failures in three or more subjects. The letter provides the parent with information on how to gain access to the Parent Extranet website to assist them in monitoring their child's classroom progress.

Attendance: In an effort to address attendance issues, the high school guidance department sends letters home to all students at various intervals when a student is unlawfully absent from school 3, 10 and 15 or more school days. These written communications instruct parents to notify the school counselor to discuss the attendance issue. When parents do not respond, a follow-up phone call is made. Guidance counselors also set up appointments with parents to talk about compulsory attendance and accelerated methods for getting their child to school. If a student continues to be in violation of compulsory attendance, the student's name is brought to the district magistrate for a citation.

Educational Opportunities: At the high school level a Program of Studies (Course Selection Guide) is provided to all students and their parents/guardians on annually and provided to new students upon registration. The Program of Studies identifies courses offered and provides a course description for each. Information is provided about recommended sequence of courses based on post graduation plans. An overview of the calculation process for grade point average (GPA) and class ranking is also provided. Information on honors level, advanced placement courses, and the College in the Classroom courses is provided. Students work with teachers, parents and high school counselors to design individualized program of study. The two high school counselors and the special education transition coordinator meet with students as needed to help them access the opportunities outside the general high school curriculum. The high school offers a vocational Building Trades Program and Cooperative Education Program both of which are available to all students.

Student Community Recognition:

Student of the Month: The Upper Dauphin Area Rotary Club sponsors a student of the month from October through May. Counselors obtain the information from the student and write the articles for the newsletter and papers. In the spring, the students who were selected as Student of the Month have an opportunity to attend the Rotary Leadership Seminar. The article is sent to local newspapers and is featured in the monthly newsletter.

Student of the Week: The Citizen Standard publishes a weekly article from each local school featuring students in grades 7-12. The school counselor coordinates this and writes the articles for the newsletter and paper.

Teen Spotlight: The counselor facilitates the process of choosing a student for this feature article in *The Patriot News*. The counselor is also responsible for developing an article describing the student.

Envision Student — Counselors facilitate the process of choosing a student for this feature on Television Station 27 News. The counselor writes the student nomination.

College/Career Counseling:

Seniors--The school counselors meet with students individually and in small and/or large groups. Each senior meets with a school counselor at the beginning of the school year to discuss career plans, financial aid information, scholarships, SAT and ACT test, and related information. A verification letter is provided to each student. This check list type document is sent home to the parents informing them that the counselor has met with and discussed the designated items with their child. This letter is then to be returned to the school counselor with a parent's signature. As part of the college counseling program, students may request the guidance department to send all post-secondary school applications from the school office. The high school counselors provide students with financial aid and scholarship information. Additionally, all students are encouraged to participate in job shadowing at least once per year. Job shadowing is facilitated through the high school guidance department. Further, the high school guidance department provides students with opportunities to hear career speakers who are scheduled for career presentation to interested students at various junctures throughout the school year.

Juniors--Counselors conduct individual meetings with juniors in the late fall and early winter. The purpose of these meetings is to discuss academic progress, career and college plans, exploration of the ASVAB assessment results, and discussions about the SAT, ACT, and PSAT testing.

Sophomores--Counselors conduct individual meetings with sophomores in the winter and early spring. These meetings facilitate discussions of the Pennsylvania Mentor and Education Planner programs which include career issues, financial aid, scholarships, PSAT, SAT, and ACT testing. It is during this time when counselors review students' course selections. And, all sophomores are required to complete an interest inventory to assist them to explore prospective careers.

Freshmen--Counselors meet with all freshmen individually during the spring to discuss course selections for the next year and to complete a short career interest inventory.

The counselors operate through an open door policy and when the need arises, students may meet with a counselor to discuss emotional, cognitive, academic, and social issues or concerns. Students are either referred by a peer, parent, teacher, the Student Assistance Program (SAP) process, or come on their own. The counselors are professionally trained to counsel students on issues such as depression, anger management, death and loss, self-esteem, divorce, bullying, conflict resolution, study skills, time management and many other issues. The counseling department continues to experience an increase in the number of students seeking assistance for a variety of problems including academic, social and emotional issues. When the counselor deems it necessary, he/she will contact the parent and may recommend therapeutic counseling through an outside agency.

Scholarships, Awards and Special Programs: Throughout the year the guidance department disseminates information pertaining to scholarships, awards, summer programs and other enrichment programs to all students. This information is provided through an individually developed bi-monthly scholarship newsletter, the High School monthly newsletter, postings on a variety of bulletin boards, and individual/group sessions

High School Career Education Programs:

Job Shadows: All students are encouraged to participate in job shadowing at least once per year. The job shadowing is facilitated through the guidance department. Career speakers are scheduled for career presentations to interested students. Career information is posted in the high school newsletter on a monthly basis and on the bulletin boards in the hallways. Announcements are also made on the intercom concerning various career information programs.

College and Career Center: The Guidance Center is the place where all the post-secondary catalogs, disk's, and other pertinent information are located. There is information on a host of careers in the center or from the computer websites. College applications and scholarship applications are available for seniors. The scholarship information is included in the newsletter, bulletin board, daily announcements, and through the senior English classes.

Consortium for Careers: The high school counselors attend periodic meetings sponsored by the CAIU Consortium for Careers. The consortium assists counselors in developing career programs that are in alignment with state career standards.

HOBY: Coordinate the selection and all the information pertaining to the Hugh O'Brian Youth Seminar. A sophomore has the opportunity to attend the leadership conference in the spring.

Pennsylvania Free Enterprise Week: The guidance department disseminates information of the Pennsylvania Free Enterprise Week to all juniors and sophomores about the benefits of participating in the week long summer program.

Young Men and Young Women's Symposium: School counselors escort 6-8 juniors to these career exploration seminars held at various local colleges.

Middle School Communication:

The Upper Dauphin Area School District understands the critical role that communication with students, parents, and the community plays in the implementation of its Strategic Plan as well as the overall mission of the school.

The middle school provides information in the following ways:

- Transitions: In an effort to help students transition between building levels, orientation programs are held for incoming 5th and 9th grader students. Information about these introductory events are communicated through letters mailed home and via the district's web page.
- All policy information is given to students the first day of school or on the new student's first day of school.
- Student handbooks and agendas are distributed on the first day of school and these serve as a prime method of communication between school and the home.
- Course selection and program of studies packets are given to all 8th graders to help them plan courses of study at the high school.
- The District publishes a bi-annual newsletter that highlights the current happenings at each of the district buildings. This is sent to all members residing in the district.
- Report cards are distributed four times a year. Grades can be checked continually through the Parent Extranet. Progress reports are sent at the mid-point of the marking period.

- Open house (Back-to-School Night) is held each year in the fall and provides an opportunity for families to meet their child's new teachers. This also provides a forum for teachers to discuss curriculum and expectations with the family.
- District web site: The Upper Dauphin Area School District web site has been greatly expanded to include information ranging from nightly homework postings, policy and programs, and links to accessing staff members through email.

Elementary Communication:

Information about the elementary school is provided to parents and students in the following ways: Student agendas, Student/Parent handbooks, various newsletters and memos, brochures, newspaper announcements, kindergarten orientation, and back to school night.

Student Agendas and handbooks: Student agendas are provided for students in grades 2 through 4. The entire student handbook is printed in the agenda. Children in kindergarten and 1st grade receive the same handbook but it is not with an agenda. Students and parents are required to sign a paper indicating that they have read/explained the handbook at the beginning of each school year.

Newsletters: An elementary newsletter has been started and currently is published 3 times per year. The goal is to increase this to once every other month. The newsletter contains a principal's message, a message from the counselor and news from around the school. Each grade level is encouraged to submit information regarding their activities. Teachers send out weekly newsletters noting upcoming activities/tests for their students.

Memos: The elementary guidance counselor sends out letters regarding upcoming groups to all parents/guardians three times per year. Also memos are provided if there is an incident that needs to be addressed or if there is a medical concern that affects the school as a whole.

Brochures: The Elementary Student Assistance Team sends out a brochure explaining their services 2 times per year to all students/parents/guardians in the elementary school. New students entering the school also receive this information. Brochures provided by outside agencies (such as Caring Place, Camp Dragonfly, etc) are also shared with the appropriate students and their parents/guardians.

Newspaper announcements: Newspaper announcements are published for kindergarten registration. Also news from the school (winners of art contests, etc) is sent to the newspapers to be published.

Kindergarten orientation: Kindergarten orientation is conducted in the summer. Incoming kindergarten students and their parents/guardians are invited to come to the school and meet their teachers. An activity is conducted and the children also get a ride on the school bus.

Back-to-School Night: Back to School night is an opportunity for parents/guardians to meet their children's teachers. Teachers explain their classroom rules and policies to parents/guardians on Back-to-School night. The elementary SAP team is available to answer any questions regarding their program.

GOAL:

Increase elementary school newsletter to once every two months. The newsletter could be distributed electronically to those parents who wish to receive it that way.

Develop a database of parent email addresses for easier communication with parents

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

Supporting Documents - Attachment

- Upper Dauphin Area Wellness Policy