

Upper Dauphin Area SD  
**Special Education Plan Report**

07/01/2014 - 06/30/2017

# District Profile

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## Demographics

5668 State Route 209  
 Lykens, PA 17048  
 (717)362-8134  
 Superintendent: Evan Williams  
 Director of Special Education: Leashay Leitzel

## Planning Committee

Name	Role
Janet Denlinger	Secondary School Teacher - Regular Education
Leashay Leitzel	Administrator
Kristen Mullins	Elementary School Teacher - Special Education
Joann Sites	Secondary School Teacher - Regular Education
Danielle Smyre	Ed Specialist - School Psychologist
Rose Snyder	Parent

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 177

### *Identification Method*

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

The Upper Dauphin Area School District uses a statistical discrepancy model to identify students with a specific learning disability. The school psychologist will identify a specific learning disability by determining if both a statistically significant and rare difference is noted between the child's measured intellectual ability and academic achievement levels. If the child demonstrates a disability which adversely affects educational performance, and the child is not intellectually disabled, does not have a visual, hearing or motor disability, is not emotionally disturbed, is not negatively affected by environmental, cultural or economic disadvantages, and has received appropriate instruction, it is likely that the child may have a learning disability. Note: A child must demonstrate an academic need in order to be provided with special education supports and services as a student identified as displaying a specific learning disability.

### *Enrollment*

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

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

There are no significant disproportionalities.

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?

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

1. 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.
2. 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.
3. Currently there are not barriers to limit the School District's ability to meet its obligations under 1306.

### *Incarcerated Students Oversight*

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

There are currently no facilities for incarcerated students within the boundaries of Upper Dauphin Area School District.

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*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs

when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.

2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Upper Dauphin Area School District provides a wide continuum of services and support possibilities for our students with disabilities. We start with the general education environment with the general education curriculum, and programs that we offer to all students. Initially, accommodations and modifications are made to the general education curriculum, when appropriate, for students to allow each student maximum participation within the general education curriculum. Appropriate supplemental aides and services are also provided according to the needs identified in a student's Evaluation Report or Re-Evaluation Report, and are described in a student's Individual Education Program. This allows the students to participate and benefit from being with his or her peers in their Least Restrictive Environment.

Upper Dauphin Area School District works hard to provide the Least Restrictive Environment for students to benefit from, and work with their peers, in the regular education setting with regular education curriculum. Over the past 6 school years Upper Dauphin Area School District data show positive trends and have significantly improved in creating appropriate supplemental aides and services, as well as accommodations and modifications, to allow students to be successful in their Least Restrictive Environment. Special education teams or IEP Teams have a host of supplemental aides and services including, but not limited to, inclusion speech and language services, language differentiated instruction, para professionals and classroom aides available, collaboration, co-teaching, response to intervention, augmentative communication devices, modified curriculum, social skills groups, therapeutic groups, environmental modifications, character building classes, positive behavior support plans, and school wide positive behavior support program. These supports and services are all offered to assist students and to remain in their Least Restrictive Environment with their peers. The IEP Team considers the student's needs, and considers all supplemental aides and services the student may need to be successful in their Least Restrictive Environment, as the IEP Team determines.

Upper Dauphin Area School District continues to develop and strive to create new strategies to help all students be successful. Currently, our elementary school and middle school teachers work in teams by grade level to include a special education teacher on each team. The team works together to develop curriculum and differentiate instruction based on each student's needs. The teams meet daily to help plan and support special education students as well as regular education students in a co-teaching environment. Currently, we are also working in grade level and across curricular data teams to help develop RtII groupings. The groups are based on need which is derived from the data

given from objective testing and benchmarking. These teams consist of the regular education teachers, special education teachers, data team leader, principals, and reading specialists. Based on an array of data provided for the grade level team and data teams, they then develop groups 3 times per year based on all student's needs. At the high school level we continue to strive to improve upon co-teaching and team teaching. Our special education teachers work together with departments to help accommodate all students with the appropriate accommodations and modifications as students need them. Additionally, Upper Dauphin has strived to be able to provide para professionals and classroom aides in most classrooms during content areas. In order for Upper Dauphin to implement these programs appropriately, our faculty, administrators, and staff receive training and support from both Pennsylvania Training and Technical Assistance Network (PaTTAN) and Capital Area Intermediate Unit (CAIU). The CAIU continues to provide us with training and support on differentiated instruction, RtII models, transition planning services, and data collecting tools. They also continue to work with us to train faculty members on co-teaching strategies. PaTTAN has developed great trainings for para-professionals, as Upper Dauphin para professionals learn from these trainings they are able to better accommodate our students. Additionally, Upper Dauphin has developed a relationship with our Mental Health Services in Dauphin County. We are currently looking forward to a Behavior Support training being provided by a mental health agency for para professionals, Personal Care Assistants (PCA), and any other faculty member who may want to attend to help us create a better learning environment for all students.

As indicated above, when looking at the State Performance Plan (SPP) for Upper Dauphin Area School District we continue to improve our Indicator 5 (Educational Environments) numbers. Over the course of the past 6 school years Upper Dauphin has gone from 46% of our special education students being included for 80% or more of their day to 76% of special education students being included for 80% or more of their day within the regular education environment with their regular education peers. Upper Dauphin continues to strive to increase our Least Restrictive Environment for our students with disabilities.

### *Behavior Support Services*

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

#### 113.4 POSITIVE BEHAVIOR SUPPORT

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 of situations.

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.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

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

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 within their Least Restrictive Environment. This practice is promoted and enhanced through the District's use of Co-Teaching and Differentiated Instruction teaching models.

Secondly, since spring 2010, the district has made a very strong effort to bring students back to the district from outside placements. The results of this have been significant in that approximately 76% of students are now able to receive FAPE within their LRE (home school district) at Upper Dauphin Area School District. This was accomplished by the district developing and providing behavioral support and emotional support program in 2010-11 in the middle and high school. Over the course of time we have been able to allow this program to evolve and create opportunities for these students to be included more with their peers in the regular education setting. Additional accomplishments were obtained by taking students in more restrictive settings like IU classrooms and providing them with a Personal Care Assistant (PCA) in order to return to their home school. Additionally, we have created times throughout the day for all students to obtain help during an

Intervention time at the high school. During this time it allows any student to receive assistance in a subject area of need or review information for an upcoming assignment.

The district currently operates a Life Skills Support Classroom in the High School and the staff have been encouraged to provide more opportunities for these students in regular education classes. Through the increased use of PCAs and para-professionals these students are being included in more regular education courses that are linked to the student's transition goals. 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 with the LSS students outside the LSS class. Furthermore, our Life Skills teacher works hand in hand with our local community to provide job shadowing opportunities for students with disabilities. Upper Dauphin Area students are able to work with a job coach, Good Will, and with a consortium transition job coach to maximize the opportunities for students with disabilities to be exposed to the local community and career interests within our area.

During the upcoming years, we are hoping to create and implement in a character effective education program. This program is designed to build strong characters within the school systems, and allow students to take ownership of their school. Currently, we are only in the preliminary stages to enable Upper Dauphin to adopt it. All students, especially students with disabilities would benefit from this program, as the program is designed to have the students work every day with the same teacher for one period a day throughout their time in middle school and high school. This allows for processing to occur, and student-teacher rapport to be built. Furthermore, the program teaches and creates student accountability for their own actions along with fellow classmate's actions.

### *Strengths and Highlights*

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

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 what may be available through other options.

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

#### Kindergarten

This year at Upper Dauphin Area School District we have been fortunate to be able to offer all kindergarten students a full day, every day program. This new program allows all students to 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 for literacy and mathematics within the regular education classroom.

#### AimsWeb

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 for progress monitoring purposes on a bi-weekly and or a monthly bases.

In grades 2-8, in addition to benchmarking, math computation probes are used monthly for benchmarking purposes. This data is used for monitoring purposes and allows for additional data for decision making processes.

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, the data is then used to help make decisions for the student's educational needs.

Also, in grades, 9 through 12, AimsWeb is used to monitor and identify students with reading deficiencies. The teachers are then able to work with students and differentiate instruction for all students based on their individual needs.

AimsWeb also has writing and spelling monitoring tools which are helpful for collecting data on struggling students.

#### Study Island Benchmarking

Upper Dauphin Area School District administers the Study Island Benchmark tests to all students in grades 3-11.

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, are used to provide students targeted instruction in all core curricular classes, and to place students in targeted intervention groups as necessary.

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 daily 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 within 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 some core classes as well as collaboration between the regular education 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.

#### Easy CMB

This is another form of an on-line tool to access student achievement. The students use Easy CBM 3 times per year to collect data to see student progressions and gaps in the areas of Math, Reading Fluency, Reading Comprehension, and Vocabulary. The teachers are then able to use this data along with data from other academic tools to make sound decisions for student instruction and RtII needs. Additionally Easy CBM has biweekly probes that are at the disposal of the special education teams in both the elementary and middle school to allow them to progress monitor students using this

program.

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 work together weekly to review assessment data, look at what they need to improve or change based on the assessment data, and 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. Ongoing progress monitoring of students ensures tier placement is correct. Grades K through 8 receive RtII 30 - 45 minutes each day.

# Assurances

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## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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Hill Top Academy	Special Education Centers	Multi-Disabilites	1
Halifax Area School District	Neighboring School Districts	Emotional Support	7
Millersburg Area School District	Neighboring School Districts	Life Skills	4
Susquanita Area School District	Neighboring School Districts	Autistic Support	1
Lower Dauphin School District (CAIU Classroom)	Other	Deaf and Hard of Hearing Support	1
Yellow Breeches	Approved Private Schools	Emotional Support	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elizabethville, PA / High School RG	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	11	0.3
Elizabethville, PA / High School RG	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	15 to 19	1	0.02

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elizabethville, PA / High School BG	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 21	1	0.1
Justification: There are a small number of students within this program. Each student has an IEP which is followed, and allows that student to obtain and meet their Individual Education Program needs. The students benefit from working together and learning from one another and are able to create learning relationships within the program.							
Elizabethville, PA / High School BG	A Junior/Senior High School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	6	0.24

		programs are operated					
Justification: There are a small number of students within this program. Each student has an IEP which is followed, and allows that student to obtain and meet their Individual Education Program needs. The students benefit from working together and learning from one another and are able to create learning relationships within the program.							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elizabethville, PA / High School CG	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	8	0.2
Elizabethville, PA / High School CG	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	2	0.08
Elizabethville, PA / high School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 19	2	0.08

**Program Position #4***Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elizabethville, PA / High School TO	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 19	2	0.05
Elizabethville, PA / High School TO	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	11	0.39

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Elizabethville, PA / High School DS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	9	0.22
Elizabethville, PA / High School DS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 19	2	0.08

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lykens, PA Middle School DE	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 15	1	0.04
Lykens, PA / Middle School DE	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	12	0.49
Lykens, PA / Middle School DE	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	1	0.05

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lykens, PA / Middle School TL	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	9	0.36
Lykens, PA / Middle School TL	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	2	0.1

**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Lykens, PA / Middle School KM	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	6	0.24
Lykens, PA / Middle School KM	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	5	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lykens, PA / Middle School TT	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 15	1	0.04
Lykens, PA / Middle School TT	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	11	0.44
Lykens, PA / Middle School TT	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	11 to 15	1	0.05
Lykens, PA / Middle School TT	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	1	0.05

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lykens, PA / Elementary School BR	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	16	0.52

**Program Position #11***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Lykens, PA / Elementary School MS	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	13	0.52
Justification: these students are never located in the same classroom at the same time. They are supported within the regular education environment and pulled by grade level on an as needed bases.							

### Program Position #12

*Operator:* Outside Contractor for the School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lykens, PA Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	19	0.76
Justification: Students are seen individually for speech and language services or the speech clinician pushes into the regular education classroom. No students are together who share more then a 2 year difference during speech and language time.							
Lykens, PA / Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 15	6	0.15

## Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	Lykens, PA	0.92
School Psychologist	Lykens, PA	1
Part-time Paraprofessional BD	Lykens, PA / Elementary School	0.8
Part-time Paraprofessional JD	Lykens, PA / Elementary School	0.8
Paraprofessional SL	Lykens, PA / Elementary School	1
Paraprofessional TH	Lykens, PA / Middle School	1
Paraprofessional BL	Lykens, PA / Middle School	1
Paraprofessional ST	Lykens, PA / Middle School	1
Paraprofessional ST	Lykens, PA / Middle School	1
Paraprofessional EK	Elizabethville, PA / High School	1
Paraprofessional JS	Elizabethville, PA / High School	1
Paraprofessional CP	Elizabethville, PA / High School	1
Paraprofessional JO	Elizabethville, PA / High School	1
Paraprofessional DW	Elizabethville, PA / High School	1
Paraprofessional FE	Elizabethville, PA / High School	1
Personal Care Assistant DW	Lykens, PA / Elementary School	1

Personal Care Assistant MH	Lykens, PA / Middle School	1
Personal Care Assistant AW	Lykens, PA / Middle School	1
Personal Care Assistant RS	Elizabethville, PA / High School	1
Part-time Personal Care Assistant RB	Elizabethville, PA / High School	1
Part-time Personal Care Assistant LH	Lykens, PA / Middle School	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Autism Support Consultation and Support to School Personnel	Intermediate Unit	0.5 Days
Occupational Therapy	Intermediate Unit	2 Days
Physical Therapy	Intermediate Unit	1 Days
Pressley Ridge Counseling Services	Outside Contractor	1 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Upper Dauphin will provide students, with disabilities specific to Autism a full continuum of services and placement options starting with the Least Restrictive Environment within the regular education setting. Students who have been evaluated and are found to be autistic will be given an Individualized Education Program tailored to their specific needs to allow them to make progress within the educational environment. Within the students Individualize Education Program there will be supplemental aides and services, specifically designed instruction, and or related services based on the needs of each individual students needs. This is evidenced by Upper Dauphin's current students and the services the students are currently are receiving.
<b>Person Responsible</b>	Leashay Leitzel
<b>Start Date</b>	7/1/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	4.5
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	10
<b>Provider</b>	Intermediate Unit or a certified trainer with a certification from Safe Crisis Management
<b>Provider Type</b>	Both the IU offers this and individuals within our faculty are certified to teach this program
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Safe Crisis Management Training teaches strategies and techniques to effectively support students with autism as well as students with other disabilities. The training program created curriculum to train faculty and staff in a variety of deescalation strategies as well as creating an understanding of why and how the behaviors occurred in the first place. The training allows faculty and staff to gain background knowledge and techniques they can use to be supportive with a student and prevent escalation when possible. Additionally, the training provides how and when to respond to a student who may cause physical harm to him or her self or

	others.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson

	implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

## Behavior Support

<b>Description</b>	The Upper Dauphin School District is in the process of implementing School Wide Positive Behavior Support (SWPBS) for all school buildings. Currently, we have building wide models being at the elementary and middle school levels. The high school level will continue to work to adopt the model and create an age appropriate version of the SWPBS.
<b>Person Responsible</b>	Leashay Leitzel
<b>Start Date</b>	7/1/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	1
<b># of Participants Per Session</b>	7
<b>Provider</b>	Intermediary Unit
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	To build knowledge and understanding on how SWPBS supports students. How to implement such a program at the high school level and what this program could look like.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on

	effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

## Paraprofessional

<b>Description</b>	Upper dauphin Area paraprofessionals are required per PDE and Chapter 14
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	mandated regulations to have 20 hours of professional development each year. This is to improve the way they are able to assist students, and learn new skills and strategies to better assist students with disabilities across settings. Some trainings are conducted at an individual level and other training are in small group. Some of the topics of the trainings include, RtII model, Safe Crisis Management Training, First Aid and CPR Training, Instructional Strategies, the Paraprofessionals Role in supporting Students with Traumatic Brain Injuries, Social Skills for Secondary Students and Communication and Collaboration Training.
<b>Person Responsible</b>	Leashay Leitzel
<b>Start Date</b>	7/1/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	20
<b># of Participants Per Session</b>	18
<b>Provider</b>	Upper Dauphin Area School District
<b>Provider Type</b>	PaTTAN and Upper Dauphin Area School District
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Upper Dauphin Special Education paraprofessionals will gain knowledge and skills needs to be able to successfully with students with special needs. The training opportunities allow paraprofessionals to gain knowledge in specific areas of needs based on individual needs and areas of growth.
<b>Research &amp; Best Practices Base</b>	PDE and Chapter 14 regulations require 20 hours of in-service or training hours for each para-professional annually. During the school year Upper Dauphin provides opportunities for Paraprofessional to attend training for CPR and First Aide, Safe Crisis Management Training, and faculty in-service training on a variety of topics. Additionally, Paraprofessionals are given working hours and access to PaTTAN's website to be able to attend webinars and training for Paraprofessionals.

<p><b>For classroom teachers, school counselors and education specialists</b></p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p><b>Training Format</b></p>	<p>LEA Whole Group Presentation          Series of Workshops          School Whole Group Presentation          Live Webinar          Department Focused Presentation          Professional Learning Communities</p>
<p><b>Participant Roles</b></p>	<p>Paraprofessional</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1)          Elementary - Intermediate (grades 2-5)          Middle (grades 6-8)          High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Sharing information and strategies with peers</p>
<p><b>Evaluation Methods</b></p>	<p>Participant survey</p>

	Portfolio
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### Reading NCLB #1

<b>Description</b>	Upper Dauphin Area School District will continue to assess and identify at risk students in the area of reading through data collection and RtII within the elementary school. Using our RtII model we are able to identify specific needs of students to allow us to target problematic areas and close the gaps for identified and at risk readers. We will continue to use reading strategies, Wilson Reading program, Read Naturally, and Vocalize and Visualize strategies along with other reading strategies to continue to allow students to be successful in the area of reading. We also have a reading program at the middle school level that allows continued support for all students in the area of reading. At the middle school level there are a variety of reading strategies and programs being used to support students. Currently, we are working together with our reading coach at the middle school level to continue to develop and use new strategies to allow students to be successful in the area of reading. This is evidenced by the data collection throughout the year, as well as proficiency rates in reading, and our annual growth rate continues to show success in closing gaps in reading.
<b>Person Responsible</b>	Leashay Leitzel
<b>Start Date</b>	7/1/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	28
<b># of Participants Per Session</b>	5
<b>Provider</b>	Upper Dapuhin Reading Coach
<b>Provider Type</b>	Upper Dauphin and IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Reading coaches provide weekly progress monitoring, data meetings and weekly guidance and training for all elementary teachers in the area of reading. This time allows teachers to learn new strategies, expand their curriculum, create new lesson plans around problematic areas and use evidence based practices.

<b>Research &amp; Best Practices Base</b>	The data team and teachers meet weekly to look at data provided by bi-weekly progress monitoring during RtII time as well as benchmark scores. Based on the data and research based practices the teacher tailor their lesson plans and RtII time to the needs of the students.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>New Staff</p> <p>Other educational specialists</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>

## Transition

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Upper Dauphin Area School district currently provides training on this topic as well as continues to develop training for Transition purposed. Currently, we have training for teachers. These trainings are geared to help teachers better understand what to write and how to write appropriate transition plans within the present levels section and transition section of an Individualized Education Program. Additionally, they continue to receive training on how to correctly incorporate annual goals within the transition plan in an Individualize Education Program. These trainings are provided to all teachers who currently or may in the future, deal with special education students who may be of transition age.</li> <li>2. Other topics for future trainings may be as follows: Post-Secondary Transition Understanding, Understanding Post-Secondary Training processes, Understanding what the Office of Vocational Rehabilitation offers, learning and being able to use Formal and Informal Assessments for transition.</li> <li>3. Upper Dauphin annually offers annual training meetings for parents to better understand secondary transition and the services in the area that can help students transition. During this training we typically invite individuals</li> </ol>
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	<p>from the Social Security Office, Office of Vocational Rehabilitation, and Human Services to attend and speak at the training.</p> <p>4. Upper Dauphin annually holds a Transition Resource Fair. Each year we hold the fair and invite vendors, coordinators and service providers to come. During the fair it is an opportunity for Upper Dauphin community members, parents, students, employers, faculty and staff to communicate and educate themselves on what transition is, how it can be tailored for the student, and an opportunity to learn about different available services within our local region.</p> <p>5. Upper Dauphin offers transition services for student who will turn 14 years of age during the life of their Individualized Education Program to the age of 21. Programs that are offered but not limited to the follow:</p> <ul style="list-style-type: none"> <li>a. Software systems for interest inventories, career exploration, and field interests</li> <li>b. Course work on interviewing techniques, resume writing, application processes, and proper edicts</li> <li>c. Exploration and hands–on field trips to employers in our area of which a student is interested in</li> <li>d. On the job training with a assistant job coach</li> <li>e. Vocational Mentoring Programming day – shadowing a person for a few days in a career of the student's interest</li> <li>f. 4 – 6 weeks of on the job training experience in various settings with a job coach</li> <li>g. Post –Secondary institutions field trips to colleges, tech schools and training facilities.</li> <li>h. Referral to OVR as a junior or senior to start the OVR process</li> <li>i. Academic programs tailored to the students area of interest for transition</li> </ul>
<b>Person Responsible</b>	Leashay Leitzel
<b>Start Date</b>	7/1/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	9
<b>Provider</b>	Upper Dauphin Area School District and IU
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Upper Dauphin Area faculty, staff, parents, and students with disabilities will gain knowledge on student rights, programs available to students, implementation processes, paperwork processes, accommodations in the work place, and admissions to post-secondary training.
<b>Research &amp; Best Practices Base</b>	Research and best practices shows educating and assisting students and parents with planning transition goals, assisting with agency connections, and educating students and parents on all available options after high school promotes better transition outcomes.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	LEA Whole Group Presentation

	<p>Series of Workshops  School Whole Group Presentation  Department Focused Presentation  Professional Learning Communities  Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  School counselors  New Staff  Other educational specialists  Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers  Lesson modeling with mentoring  Joint planning period activities</p>
<b>Evaluation Methods</b>	<p>Participant survey  Review of written reports summarizing instructional activity</p>

# Special Education Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Chief School Administrator*