

Upper Dauphin Area SD
District Level Plan
07/01/2015 - 06/30/2018

specific to:

1. Professional Education Plan
 2. Induction Plan
- as of September 24, 2014



Evan P. Williams, Superintendent

District Profile

Demographics

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

Planning Process

The comprehensive planning process is being completed by a team of stake holders. Included on this team are teachers, administrators, parents and community members.

Mission Statement

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

Vision Statement

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.

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 nine 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.

Planning Committee

Name	Role
Tricia Britton	Middle School Teacher - Regular Education
Hillary Buffington	Elementary School Teacher - Regular Education
Hillary Buffington	Parent
Julie Bugda	Middle School Teacher - Regular Education
Lisa Calnon	Community Representative
Janet Denlinger	Secondary School Teacher - Regular Education
Kelsey DeWees	Instructional Coach/Mentor Librarian
Virginia Houseman	Ed Specialist - Instructional Technology
Leashay Leitzel	Administrator
Angela Maurer	Community Representative
Jessica Megonnell	Administrator
Dennis Morgan	Business Representative
Kristen Mullins	Middle School Teacher - Special Education
Cory Shade	Elementary School Teacher - Special Education
Joann Sites	Secondary School Teacher - Regular Education
Vicki Smith	Secondary School Teacher - Regular Education
Vicki Smith	Parent
Danielle Smyre	Ed Specialist - School Psychologist
Rose Snyder	Parent
Tom Troutman	Business Representative
Evan Williams	Administrator

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Through Response To Instruction and Intervention and Schoolwide Positive Behavior Support, UDASD intends to provide assistance to students of all abilities so they can achieve at grade level and above. Differentiated Instruction applies with fidelity and the use of targeted interventions and enrichment characterize our approach.

UDASD aims for a skill-centered curriculum. Elementary school gives students the skills and foundation for content learning and critical thinking. Middle school refines those skills and begins the further assimilation of content and critical thinking. Secondary schooling embraces project based learning, UDA Leads. UDA Leads is a curricular program designed to give our students the opportunity to explore in greater depth the world around them; to create individual learning opportunities combining academics, community services, and vocational experiences; to identify and investigate career opportunities in the form of internships and apprenticeships.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence	X	X	X	X

Prevention Plans				
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline			X	

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The high school presently uses the conflict resolution model and will move into a SWPBS Character Education initiative in 2015-2016. Peer helping in the elementary school is a "buddy" program. The district does not have an established need for a SRO. The middle school will pilot a full-blown web-based discipline management plan using the district SIS in 2014-2015.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

Gifted Identification Process:

1. Teacher, parents, and students complete checklist and inventories (i.e. Multiple Intelligence checklists).
2. Referral is made to the Guidance Counselor to administer the Gifted Rating Scale & KBIT.
3. Referral is made to the Supervisor of Special Education for consultation on teaching strategies and assessment tools.
4. Referral is made to the Psychologist for IQ testing and identification.

Programs

The Upper Dauphin Area SD supports the value system of inclusion, which states that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction. Schools that embody effective principles and practices of inclusion coordinate and unify educational programs and supports in order that all children, including those with gifted abilities, belong and can learn effectively. In order to fulfill, the value of inclusion for gifted students, differentiating the instruction and providing a supportive learning environment are essential.

Differentiated Instruction Plus

Differentiated instruction (DI) is a practice that is important to all students, including gifted students. Differentiating curriculum, process, and product for students with gifted abilities

is essential, however further opportunities to include higher level of thinking with the use of Bloom's Taxonomy, creative and critical thinking, and problem solving should be incorporated. This is referred to as the term Differentiated Instruction Plus (DI+). Differentiated Instruction Plus would be incorporated in such DI practices as curriculum compacting, tiered activities, independent study, and learning centers. DI+ is for students in grades K-12 who meet district and state curricular objectives at grade level more easily/faster than peers, and needs enrichment strategies to add breadth and depth to the curricular objectives, to target interests, and provide appropriate challenges.

Supportive Learning Environment

Along with a supportive environment in the regular classroom that offers DI+ for gifted students, gifted students should also be accommodated through a supportive environment that engages and challenges gifted students with their interests and skills in mind beyond the classroom. The following opportunities are examples of ways schools can support the learning environment for gifted students beyond the classroom.

a. Mentorship/Apprenticeships

Students work with mentors in the school or community on a project of interest/talent to the student.

b. Community Extensions

Students become involved in the community through various organizations (i.e. Rotary Exchange; publishing articles in the local newspaper; Youth Initiatives).

c. Extra-Curricular

Students can broaden their interests and talents through various school extra-curricular activities (i.e. Chess Club, Year Book editor, Astrology group, etc.)

d. Temporary Advanced Placement Courses

Students can be given the opportunity for dual or part-time participation in higher level courses when opportunities are arranged by teachers, and concepts/skills are based on student needs and interests.

e. Connect with other Gifted Students - Students can connect with other gifted students through the use of technology - email and/or video dialogue to problem solve, work on projects together, or converse regularly about common interests.

Goals and Evaluation

Students with gifted abilities who need stimulating, rich, thought provoking curriculums with objectives beyond the curriculum of the current grade, will need to have a record of their adaptations. The Evaluation Report (ER) & Gifted IEP (GIEP) will assist in documenting these goals and strategies. The goals, strategies, and means of evaluation will be established by a team, that consists of the classroom teacher, diversity education teacher, parent, student, and may also include the library resource teacher, mentor, community personnel, education psychologist, diversity consultant, administrator, or any other individual who would have a role in facilitating the program for the student. The team will work collaboratively in developing a suitable, yet challenging, curriculum to meet the needs

of the gifted student. Rubrics, such as SORS are utilized to measure their progress. Reporting should clearly state that objectives are different, and expectations will exceed regular curriculum objectives.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

RTII is a new high school initiative this year.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X

Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X

Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

There is common planning time built into the schedule to allow for continuous collaboration between classroom teachers and those teachers used for interventions. We also hold data team meetings at least every other week as well to give teachers time to meet with everyone that is providing instruction/interventions to their students. We also have a literacy coach that meets regularly with all teachers to keep them updated about data and

possible interventions.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Child care

We reach out to local child care facilities periodically to ensure that we are communicating information about our school with them as well as gaining information from them. We do not have any accredited child care centers in our school district's geographic area, but we still try to keep the lines of communication open with the facilities that we do have.

After school programs

We work with the Northern Dauphin County YMCA for our before and after school programs. We provide transportation to and from these programs and also work with the director(s) to discuss needs of students that we both provide services to. Starting this school year, 2014-2015, the YMCA will be coming into the elementary school to provide before and after school care on site.

Youth workforce development programs

We have an in-house cooperative education - job seeking, job changing skills - program for high school students. The high school offers three certified vocational programs in general agriculture and carpentry/constructions trades. We partner with the Southcentral Workforce Investment Board. We also partner with various local agencies, including the ARC, for transition services.

Tutoring

The YMCA has some tutoring and mentoring programs available. Each school also offers some tutoring opportunities in different ways.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.

Many students enter into the Early Intervention Program through the birth to 3 years of age program.

Through community Child Find activities such as screenings at day cares, head start programs, and other public community locations, early Interventionists work to locate and reach out to families within our community that are in need of evaluations and services for their children. Additionally, our local physicians and pediatricians also refer parents for specific evaluations through Early Intervention to aid and support the family through this process. We also have inclusion consultants who are already working within our community to help identify, and work with families of children who have Early Intervention needs or who may qualify for Early Intervention.

Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.

Upper Dauphin Area currently does not have any Pre-K program. However, our local Intermediate Unit does work within our community with the local day cares and pre-school programs. Currently, our early intervention students are being serviced at Messiah Pre School, Kiddy Care, Jelly-Bean Junction, New Horizon (Amish Community School), and the Capital Area Intermediate Unit Early Intervention Program.

Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Early Intervention team and the local LEA setup meetings in the fall for winter transition meetings. The meetings are held at Upper Dauphin Area Elementary School so the parents are able to see the school their child may be attending. The meetings include the Early Intervention Teacher, the Early Intervention Coordinator, Speech and Language Teacher, Occupational Therapy Teacher, Physical Therapist, the local Special Education Supervisor, Upper Dauphin Area's School Psychologist and the parent. During the meeting we discuss the student's current educational needs, we go over the EIEP, and look at the child's strengths and needs. We also discuss what programs Upper Dauphin Area offers and what transitioning to the Elementary School programs could look like. We also discuss with the parents the difference between an EIEP and a school aged IEP. Parents are made aware of the different guidelines schools are required to follow when identifying a special education student. We then offer the student and or parents to see a Kindergarten classroom, and discuss and questions or concerns they may have about Kindergarten. At

the end of this meeting we also discuss Kindergarten registration, what that looks like, and we provide the family with information of when it will be. The parents have the option to sign-up for an appointment that day or can call in and make an appointment at a later date. We also have a spring Early Intervention Meetings with any families who were unable to make it to the winter meeting, or for any families who have concerns or questions. Upper Dauphin Area also reaches out to any families who do not attend the Early Intervention Meetings to attempt to setup a meeting with the Supervisor of Special Education. In addition to the meetings, throughout the school year the Early Intervention Teacher and the Supervisor of Special Education communicate monthly about any updates on Early Intervention students. We also exchange the monthly up to date EIEP information, recent evaluations, and progress of student goals.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Regular curriculum review throughout the school year, the summer, and during in-service.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of	Accomplished

student motivation, performance and educational needs	
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Provide explanation for processes used to ensure Accomplishment.

Regular curriculum review throughout the school year, the summer, and during in-service,

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Regular curriculum review throughout the school year, the summer, and during in-service.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Curriculum review takes place throughout the school year, in the summer, and collaboratively during in-service. However, the district's progress is somewhat dependent upon the vicissitudes of the state's fortunes with the PA Core Standards and their attendant Keystone Exams, and that being limited to three subjects.

The school district is in the midst of a computer network upgrade to enable a bring-your-own-device program, and we are trying to be strategically successful in committing fundas solely to online sources. We are not flush with cash and can't afford errors.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Common Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant- Toddler→Second Grade	Full Implementation

English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected.

Teachers have received multiple district and building level introductions and workshops on SAS. SAS is consulted throughout our review processes; however, SAS often does not provide meaningful aid and direction other than in tested subjects.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Common Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full

	Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected.

Teachers have received multiple district and building level introductions to SAS. SAS is consulted throughout our review process; however, SAS often does not provide meaningful aid and direction other than in tested subjects.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Common Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation

Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected.

Teachers have received multiple district and building level introductions to SAS. SAS is consulted throughout our review process; however, SAS often does not provide meaningful aid and direction other than in tested subjects.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Common Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full

	Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected.

Teachers have received multiple district and building level introductions to SAS. SAS is consulted throughout our review process; however, SAS often does not provide meaningful aid and direction other than in tested subjects.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
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.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Teachers at all levels have completed the requirements of their certification area(s) and many have received additional training in their focus/content area. Teachers are given the opportunity to receive training in their content area(s).

Elementary and Middle School teachers have had extensive training in the area of Reading and Language Arts, and some in Math, however very limited formal training in the areas of Social Studies and Science.

Extensive training has been provided related to interventions for learners at all learners, especially with RtII and differentiated instruction.

A variety of training opportunities have been provided in the area of assessments and data analysis at all levels.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

We plan to utilize the Capital Area Intermediate Unit and teacher leaders to increase the frequency of training in content areas and best practices.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

Professional development is planned based on observation and evaluation of teachers and the learning of our students based on research based assessments.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Administrators participate in professional development opportunities, and lead/present some of them, but are not always able to participate "fully" due to the many roles of administrators in a small district.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of your process for ensuring these selected characteristics.

1. We will implement a new teacher induction program that is designed to bridge the gap between student teaching and the realities and challenges that are inherent in today's teaching

profession;

2. We will build a professional support system that fosters collaboration, collegiality, and works to

build self-confidence in all of our new teachers. As part of that support system, we utilize master

teachers as mentors to all new teachers;

3. We will provide a comprehensive teacher induction program that will enhance new teachers'

instructional methods as well as provide a solid understanding of the school's overall practices,

policies, and procedures;

4. We will direct our teacher induction efforts and resources to provide individualized support to

ensure the retention of newly hired staff;

5. We will apply the concept of continuous improvement to our new teacher induction program;

6. We will direct our efforts to ensure all new teachers are aware of and have access to materials

and resources designed to assist them in the pursuit of providing our students with the best learning opportunities possible.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

The Upper Dauphin Area School District will use a series of assessments to measure the needs and growth of its inductees.

1. Pre-Assessment--All teachers progressing through the district's new teacher induction program will be required to complete a pre-assessment. The pre-assessment will target individual needs and concerns of novice teachers. The results of the pre-assessment will enable school district leaders to develop some individually tailored induction programs and professional development throughout the induction year.

The pre-assessment will address the following:

- A. What concerns do you have as a new teacher?
- B. What aspects of the curriculum are you in need of the most assistance?
- C. Are you having classroom management issues or concerns? Please explain.
- D. Do you have adequate resources? If not, what do you need to be effective?
- E. How are you managing the district's technology? Are you in need of further assistance?
- F. Have you been well-oriented to the district's documents and tools (policies, procedures, forms such as Time Away from Work, Field Trip approval, etc.?)
- G. Have you been made aware of special education (IEP) students in your classroom? Please explain.
- H. Are you clear about your non-instructional duties? If not, please explain.

2. Individual Program/Workshop Evaluations--All beginning teachers are required to attend all workshops. At the conclusion of each program and workshop, participants will be required to complete an evaluation. Evaluations will assess:-the quality of the program as a whole; -the quality of specific portions of the program; -whether the program educated, informed, or enhanced the novice teacher's knowledge; -whether the program addressed needs or concerns of the novice teacher; -how the program may be improved for the future.

3. Post-Assessment--All teachers progressing through the district's new teacher induction program will be required to complete a program assessment at the end of each year of the three-year new teacher induction program. The assessment will be broken into three subcategories: -quality of the induction program as a whole; -quality of the mentoring experience; -perceptual analysis of building level induction activities and principal support; how the entire program may be improved in the future.

Provide brief explanation for strategies not selected and you plan to address their incorporation.

This narrative is empty.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

The Upper Dauphin Area School District will use the following criteria for selecting mentors:

1. Ideally, the District will strive to match novice teachers with mentors who teach the same subject or same grade level;
2. Mentor teachers must have achieved a status of proficient or distinguished in the areas of planning and preparation, classroom environment, and instruction;
3. Mentor teachers are required to have no less than four years of teaching experience and no less than three years of teaching in the Upper Dauphin Area School District;
4. Mentor teachers must show enthusiasm and interest in providing assistance and support to novice teachers;
5. Mentor teachers must be recommended by their building principals based on the following measurable and assessed criteria:
-student-centeredness; -demonstrated involvement in the school outside of the classroom; -motivated; -organized; -responsible; -excellent written and verbal communications skills

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					X

Assessments	X		X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X				X
Standards	X		X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X	X	X	X	
Data informed decision making	X				X	X
Materials and Resources for Instruction	X	X	X	X		

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Upper Dauphin Area School District will conduct monitoring activities of its New Teacher Induction Program for the following:

1. Program Evaluation--Orientation; Yearlong Induction Program;
2. Mentor Evaluation;
3. Building Level Induction; Principal Support;
4. Individual Activity Evaluations;

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.

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 Penn Data 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 or 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

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))
- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)
- 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)
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and 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))
- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)
- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

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
Hill Top Academy	Special Education Centers	Multi-Disabilittes	1
Halifax Area School District	Neighboring School Districts	Emotional Support	7
Millersburg Area School District	Neighboring School Districts	Life Skills	4
Susquenita 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.

At the beginning of each school year a letter is sent home for each parent to read, sign (giving permission) and return to the school. the letter explains our Life Skills program and its unique make up of students, which ranges in age from 14-21 years of age. Which is more then the recommended 4 year span of age differences. Additionally, each student of which the age range variance is greater then 4 years, there is a statement within their present levels of their IEP. The statement reads: When _____ is receiving instruction within the Life Skills classroom, _____ may have instruction with their peers that are not within the 4 year age range. Students within the Life Skills may range in age from 14 to the age of 21.

Elizabethville, PA / High School BG	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	14 to 21	6	0.24
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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.

At the beginning of each school year a letter is sent home for each parent to read, sign (giving permission) and return to the school. the letter explains our Life Skills program and its unique make up of students, which ranges in age from 14-21 years of age. Which is more then the recommended 4 year span of age differences. Additionally, each student of which the age range variance is greater then 4 years, there is a statement within their present levels of their IEP. The statement reads: When _____ is receiving instruction within the Life Skills classroom, _____ may have instruction with their peers that are not within the 4 year age range. Students within the Life Skills may range in age from 14 to the age of 21.

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
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
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 Type	Age Range	Caseload	FTE
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 than 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
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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

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

Upper Dauphin Area School District has worked in collaboration with IU 15 to implement an RtII program in the elementary and middle school. The implementation of this program has resulted in significant growth in the area of literacy in grades K - 8. As a result of this growth, we have seen a decline in the number of students identified for Special Education services as well as an increase in the number of students identified for Gifted Support services.

All students are a part of Response to Instruction and Intervention. Their groups are based on research based assessment data focusing on specific skill deficits. Students that are on, or above, grade level receive enrichment while students with skill deficits receive remediation in these areas.

Upper Dauphin Area High School is starting to implement a similar model this school year, which will then mean that every student in the Upper Dauphin Area School District is receiving targeted instruction based on research based assessments.

Accomplishment #2:

Upper Dauphin Area School District is focussing on SWPBS and Character Education. This initiative is being fully implemented in the elementary and middle school, and the high school plans to focus on these programs in the 2015-2016 school year. All three building staffs in the Upper Dauphin Area School District are communicating to ensure fidelity of these programs from grades K-12. The District has also reached out to other local districts that have found success with similar programs to

learn from their experiences and build on them to ensure success of our initiatives here at Upper Dauphin.

The intent of the program is to teach students about character, about citizenship, and to reinforce quality behavior so that students become productive citizens of their communities.

Accomplishment #3:

Teacher Evaluation using Differentiated Supervision, first in ETS Pathwise System, then in Teacher Effectiveness initiative with electronic monitoring and documentation in Teachscape.

Through this process, we have focused on collegial evaluative discussions supported by evidence presented by both administration and teachers. These discussions have resulted in quality conversations around quality teaching and learning based on the Danielson Framework.

Accomplishment #4:

Biannual evaluative process for administrators stressing reflection, collegiality, professional growth and student achievement.

Accomplishment #5:

School community is focused on student achievement through RtII, SWPBS, and new instructional initiatives to upgrade the computer network, use blended learning and continue implementing best instructional practices. The District professionals are concentrating on providing differentiated instruction to all students and engaging all students actively in their learning so that each achieves his/her potential.

District Concerns

Concern #1:

A huge concern is our lack of early childhood education in Upper Dauphin Area School District and the surrounding communities. Although we have always attempted to coordinate efforts amongst the local child care facilities, the lack of accredited programs has often resulted in students entering school with very limited skill sets in the areas of social, emotional and academics. The rural nature of our district limits greatly the opportunities for our children and families prior to them starting their public school experience.

Concern #2:

Given the District's limited finances, the implementation of full scale changes of instructional materials from print to electronic copies will be extremely challenging. Though we know based on research that integrating technology into all aspects of our students' education, the lack of funding makes this nearly impossible to accomplish on the scale that we would like to. Given our meager resources, we must make our decision at a propitious time because we have no money to waste.

Concern #3:

Though we have made great gains in the area of literacy, we still struggle to meet proficiency levels in the areas of reading comprehension and literary analysis. This has been a focus, and is slowly improving, but the nature of these skills makes it very hard to effectively target them with research based interventions.

Concern #4:

Given the necessity of students achieving proficiency on the Algebra I Keystone Exam, we expect we will struggle at the high school level in the area of mathematical reasoning with our "historically underachieving" population.

Prioritized Systemic Challenges

Systemic Challenge #1 (*System #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Though we have made great gains in the area of literacy, we still struggle to meet proficiency levels in the areas of reading comprehension and literary analysis. This has been a focus, and is slowly improving, but the nature of these skills makes it very hard to effectively target them with research based interventions.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: The District will return to a curriculum cycle.

Specific Targets: Published curriculum cycle, in-service time for curriculum writing, and site with the District website for publishing curricula

Strategies:

Curriculum Cycle

Description:

The District will return to a curriculum cycle, beginning with ELA and Math, then STEM subjects, then the Arts, Business, Health and Physical Education, the Social Sciences, and Vocational Education. The district will focus on the various disciplines, as follows:

2014-2015 – ELA and Math, APE Review

2015-2016 – ELA, Math, Biology

2016-2017 – Sciences

2017-2018 - Technology, Business

2017-2018 – Arts, Health and Physical Education

2019-2020 – Social Sciences, Vocational Education

Teachers will be given in-service time to meet, analyze their curricula, consult SAS, and then plan from the standard forward. Individual committees will undoubtedly request new resources - budgets will be developed based upon individual committee findings.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Professional Development

Description:

The Upper Dauphin School District will create a series of professional development sessions during the next phase implementation that is aligned to improving language and literacy acquisition for all students and teaching diverse learners in an inclusive setting. Trainings will be provided by district personnel and support will be obtained through the intermediate unit.

SAS Alignment: None selected

Implementation Steps:

Language and Literacy Acquisition PD

Description:

Description: Further implementation of RTII and interventions, K-12 - this will require ongoing training for the school data teams and the various intervention teachers.

Evidence of Implementation: All schools have time built into the schedule for differentiated interventions. Each school's data team; composed of the school principal, guidance counselor, literacy coach in the Title I schools and ELA chairperson in the high school, and teachers; monitors students and in concert with the various school intervention specialists selects appropriate interventions for Tier II and III students. Data teams will receive CAIU training as will targeted intervention teachers.

Start Date: 9/1/2015 **End Date:** 6/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Teaching Diverse Learners in an Inclusive Setting PD

Description:

Description: Implement a District wide character education program and SWPBS. All school personnel will be trained in Gauld's Character First and team building within small groups. Also, each school's core team will receive SWPBS training through PATTAN and/or CAIU. District will continue ongoing training in differentiated instruction and assessment strategies.

Evidence of Implementation: Middle school begins a character education program including a brief daily "discovery" period with groups mixed grades 5-8 instructing core values and including group work throughout the day. Elementary school begins a program founded on core values. High school assimilates core values program in addition to continuing long-standing conflict resolution program. Each middle school teacher will receive a copy of Character First and training from the core team and the school principal. Elementary school teachers will also receive training from their character chair. In the second year, the elementary school teachers will all receive copies of Character First. High School teachers will begin with core value in-services from the elementary school and middle school teams. The high school will then form a team. In the third year, all high school teachers will receive copies of Character First.

Start Date: 9/1/2015 **End Date:** 6/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Analyze Curricula

Description:

Description: Based on the Curriculum Cycle, teachers will analyze the curricula of the specified subject. They will utilize in-service days throughout the school year to work together and will use SAS as a

resource. From here, teachers will plan from a standard forward. This will be an ongoing process for the next three years.

Evidence: Re-written curriculum, notes from in-service meetings

Start Date: 7/1/2014 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Curriculum Cycle

Request New Resources

Description:

Description: Based on the curriculum cycle, individual committees will be developed to review what new resources should be requested in order to implement the updated curriculum. This will be an ongoing process for the next three years.

Evidence: Written proposal of curricular resources and materials

Start Date: 7/1/2014 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Curriculum Cycle

Develop Budget

Description:

Description: Once the request for resources has been made, a budget for the materials and resources will be developed. This will be ongoing for the next 3 years.

Evidence: Budget, purchase orders

Start Date: 7/1/2014 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Curriculum Cycle

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed: #1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Strategy #1: Professional Development

Start	End	Title	Description
9/1/2015	6/1/2018	Language and Literacy Acquisition PD	<p><u>Description:</u> Further implementation of RTII and interventions, K-12 - this will require ongoing training for the school data teams and the various intervention teachers.</p> <p><u>Evidence of Implementation:</u> All schools have time built into the schedule for differentiated interventions. Each school's data team; composed of the school principal, guidance counselor, literacy coach in the Title I schools and ELA chairperson in the high school, and teachers; monitors students and in concert with the various school intervention specialists selects appropriate interventions for Tier II and III students. Data teams will receive CAIU training as will targeted intervention teachers.</p>

Person Responsible	SH	S	EP	Provider	Type	App.
Administration	4	12	15	CAIU	IU	Yes

Knowledge Training in targeting literacy interventions for Tier II and III students.

Supportive Research

Response to Instruction and Intervention

Designed to Accomplish

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.
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For classroom teachers, school counselors and education specialists:

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.
 Provides leaders with the ability to access and use appropriate data to inform decision-making.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 Instructs the leader in managing resources for effective results.

For school and district administrators, and other educators seeking leadership roles:

Series of Workshops
 Professional Learning Communities
 Offsite Conferences

Training Format

Classroom teachers
 Principals / Asst. Principals
 School counselors

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)
 Middle (grades 6-8)
 High (grades 9-12)

Participant Roles

Grade Levels

<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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion</p>	<p>Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans</p>
<p>Follow-up Activities</p>	<p>Evaluation Methods</p>	

#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

LEA Goals Addressed:

Strategy #1: Professional Development

Start	End	Title	Description
9/1/2015	6/1/2018	Teaching Diverse Learners in an Inclusive Setting PD	<p><u>Description:</u> Implement a District wide character education program and SWPBS. All school personnel will be trained in Gauld's <u>Character First</u> and team building within small groups. Also, each school's core team will receive SWPBS training through PATTAN and/or CAIU. District will continue ongoing training in differentiated instruction and assessment strategies.</p>

Evidence of Implementation: Middle school begins a character education program

including a brief daily "discovery" period with groups mixed grades 5-8 instructing core values and including group work throughout the day. Elementary school begins a program founded on core values. High school assimilates core values program in addition to continuing long-standing conflict resolution program. Each middle school teacher will receive a copy of Character First and training from the core team and the school principal. Elementary school teachers will also receive training from their character chair. In the second year, the elementary school teachers will all receive copies of Character First. High School teachers will begin with core value in-services from the elementary school and middle school teams. The high school will then form a team. In the third year, all high school teachers will receive copies of Character First.

Person Responsible	SH	S	EP	Provider	Type	App.
Administration	4.0	12	102	Local/CAIU/PATTAN	School entity, CAIU, and PATTAN	Yes

All school faculty will have instruction in core values, team building, small group dynamics, and the importance of character. All school faculty will receive ongoing training and support in differentiating instruction and assessment strategies to address diverse learners.

Knowledge

Character education promotes the practice that all school community members respect each other.

Differentiated instruction supports the practice that all school community members can achieve. To achieve, all students need to be given concrete expectations, examples of what achievement looks like, and rubrics which are blueprints for success. All assessments will be planned concomitant to the respective standards.

School Wide Positive Behavior Support

Supportive Research

Differentiated Instruction for diverse learners

Use of rubrics and exemplars in assessment

Designed to Accomplish

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For classroom teachers, school counselors and education specialists:

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.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

For school and district administrators, and other educators seeking leadership roles:

Instructs the leader in managing resources for effective results.

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Professional Learning Communities
- Offsite Conferences

Training Format

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex
- School counselors

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Participant Roles

Dir

Grade Levels

Paraprofessional
Classified Personnel
New Staff
Other educational
specialists
Related Service Personnel
Parents

Team development and
sharing of content-area lesson
implementation outcomes, with
involvement of administrator and/or
peers

Analysis of student work,
with administrator and/or peers
Creating lessons to meet
varied student learning styles
Peer-to-peer lesson
discussion
Lesson modeling with
mentoring

Follow-up Activities

Evaluation Methods

Classroom student assessment data
Participant survey
Review of participant lesson plans
Review of written reports
summarizing instructional activity

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Chief School Administrator

Special Education Affirmations

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.

Affirmed by David Barder on 4/10/2014

Board President

Affirmed by Evan Williams on 4/10/2014

Chief School Administrator