

Upper Dauphin Area SD

**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

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

## Planning Committee

Name	Role
Heather Haupt	Administrator : Special Education
Ellie Weaver	Elementary School Teacher - Special Education : Special Education
Cynthia Minnich	High School Teacher - Regular Education : Special Education
Stephanie Cooper	Parent : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 177

### *Identification Method*

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

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

### *Enrollment*

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Enrollment data from the 2016-2017 Special Education Data Report indicates that Upper Dauphin Area is disproportionate in our number of students who are identified as Specific Learning Disabilities and Intellectual Disabilities. Upper Dauphin Area has a pre-referral process in place to help document interventions attempted in the General Education Environment. The Child Study Team meets to review the referral and to discuss potential interventions that could be used within the General Education setting. The team continues to meet periodically to review data collected from the interventions put into place for the student. If the team determines the student is still not successful with the interventions put into place, the team would recommend a Special Education Evaluation. Upon being referred for an evaluation or reevaluation, the district does a complete review of academic and behavioral history including any outside documentation that is available to the school. With this data, Upper Dauphin Area makes the best-informed decision based on the reviews and assessments. Although there may be

discrepancies in the numbers, the team feels that these students fit the qualifications for the disability category based on the criteria used.

Upper Dauphin has had numerous students move into the district with an identification of Specific Learning Disability within the last few years. This also contributes to the disproportionate number of students with this exceptionality.

### *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, we have one 1306 student in the District. For these students, the Director of Special Education and Student Services either participated in IEP meetings in person or via phone conference with the current educational facility. The team is given the opportunity to ask questions and gather information on academic and/or behavioral progress
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 no 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).

If a student within the boundaries of the district is incarcerated, the district ensures the proper judicial authorities receive the necessary educational records to ensure FAPE. Additionally, the district requests educational records to assist the student in making a successful transition back to their home school district. The district also makes every attempt possible to participate in all IEP meetings.

### *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. Initially, a student receives instruction in the general education environment with the general education curriculum, and programs that we offer to all students. Accommodations and modifications are made to the general education curriculum, when appropriate, to allow each student maximum participation within the general education curriculum. Appropriate supplemental aids 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 to benefit students and allow them to work with their peers in the general education setting with general education curriculum. The Upper Dauphin Area School District's data shows positive trends and has significantly improved in creating appropriate supplemental aids 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 aids and services including, but not limited to, inclusion speech and language services, language differentiated instruction, paraprofessionals and classroom aids 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 aids and services the student may require to be successful in their Least Restrictive Environment as determined by the IEP team.

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 grade level teams and a special education teacher is included on each team. The team works together to develop curriculum and differentiate instruction based on each student's need. The teams meet weekly to help plan and support special education students as well as general education students in a co-teaching environment. Currently, we are also working in grade level and across curricular data teams to continue developing MTSS groupings. The groups are based on need, which is derived from the data given from objective testing and benchmarking. These teams consist of the general 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 2 times per year based on all student's needs. They also have bi-weekly data meetings that consist of the grade level team, and the reading specialist/Title I team to discuss data for their grade level and move children into different groupings. 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 assist all students with the appropriate accommodations and modifications as students need them. Additionally, Upper Dauphin Area strives to be able to provide paraprofessionals and classroom aids in most classrooms during content areas. In order for Upper Dauphin Area 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, MTSS 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 paraprofessionals, as Upper Dauphin Area's paraprofessionals learn from these trainings, they are better able to accommodate our students. Additionally, Upper Dauphin Area has developed a relationship with our Mental Health Service providers in Dauphin County.

As indicated above, when looking at the State Performance Plan (SPP) for Upper Dauphin Area School District, we continue to maintain our Indicator 5 (Educational Environments) numbers. Over the past six school years, Upper Dauphin Area has consistently exceeded the percentage of special education students receiving instruction in the general education environment for 80% or more of their school day with their non-disabled peers in comparison to the state average. In 2011-2012, 59.1% of our special education students were being included for 80% or more of their day to 78.8%

in 2016-2017. Upper Dauphin Area continues to strive to increase our Least Restrictive Environment for our students with disabilities.

### *Behavior Support Services*

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

#### 113.4 POSITIVE BEHAVIOR SUPPORT

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

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

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

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

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

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

(ii) The term does not include briefly holding, without force, a student or eligible young child to calm

or comfort him, guiding a student of eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort her from one area to another.

(iii) The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's or eligible young child's parents and specified in the IEP. Devices used for physical or occupational therapy, seat belts 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 proactive 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.

### *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 does 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, the district has made a very strong effort to bring students back from outside placements. The results of this have been significant in that approximately 93% of students are now able to receive FAPE within their LRE (home school district) at Upper Dauphin Area School District. Over the course of time, Upper Dauphin Area has been able to create opportunities for 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 remain in their home school.

Additionally, we have created times throughout the day for all students to obtain help during a resource period. This time allows students 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 Elementary School. The staff have been encouraged to provide more opportunities for these students to participate in general education classes. Through the increased use of PCAs and para-professionals these students are being included in more general education classes that are linked to the student's goals.

We have created and implemented a Discovery Education program in the Elementary and Middle School buildings that focuses on building character. We are currently beginning to implement the program within the High School. This program is designed to build strong character within the school system, and allow students to take ownership of their school. All students, especially students with disabilities, would benefit from this program, since the program is designed to have students work every day with the same teacher for one period 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 their 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.

The Upper Dauphin Area School District provides Special Education programs and services in accordance with the Individuals with Disabilities Education Improvement Act and PA Chapter 14. The District is committed to providing FAPE to all students in the least restrictive environment. The following are strengths and highlights of the Upper Dauphin Area School District's program:

The District participates in a consortium agreement with Halifax Area School District, Millersburg Area School District, and Williams Valley Area School District. This allows Upper Dauphin Area School District to provide a continuum of educational programming opportunities to students at locations closer to their home school in comparison to other programming options.

All professional staff are highly qualified in the areas where they provide instruction. All para-professionals and Personal Care Assistants are highly qualified and receive a minimum of 20 hours of training annually.

The District utilizes a variety of assessments to drive instruction and remediation including EasyCBM, Dibels, Study Island, Fountas & Pinnell, and MTSS.

The District implements the MTSS model in grades K-8. MTSS is a general education initiative to provide additional instructional support and accommodations for students in hopes they will not fall further behind in the general education curriculum. Grade level teams work together to review assessment data, discuss what is needed for improvement based on the data, and determine where students would best benefit from targeted instruction.

The district has a Child Study Team that consists of the principal, school psychologist, guidance counselors, and teacher/s of record. The CST meets to monitor progress of targeted students and implement interventions to aid in student success.

Co-teaching occurs across core content areas in both the elementary school and the middle school settings. Common planning periods and grade level meetings are scheduled for general education and special education teachers to collaborate and differentiate instruction.

The District has numerous staff members certified in Safe Crisis Management in each building. The number of trained staff has increased consistently each year.

The District provides full-day kindergarten to all school-aged students. This allows students to receive intensive instruction, especially in the areas of Literacy and Math. In addition to core instruction, there is push-in support and small group instruction for literacy and mathematics within the general education classroom.

The District currently operates a Life Skills Classroom in the High School. General education student helpers come into the LSS classroom to work with the students, which increases interaction between the students in LSS and their non-disabled peers. This also carries over with student helpers interacting with the students outside the LSS classroom.

The District has a Transition Coordinator and Consortium Job Coach to maximize the opportunities for students with disabilities to participate in job shadowing experiences for career interests within our community. The District also has an extensive building trades program and co-op teacher to

provide hands-on experiences to further aid in the transition of students with and without disabilities following graduation.

The District has implemented one-to-one technology at the high school level. An iPad is provided to each student and is used to aid instruction and remediation of skills.

The District offers trainings provided through PaTTAN and the CAIU for staff and parents. The district also funds trainings provided by outside agencies and entities.

# Assurances

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## Special Education Assurances

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

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

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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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<b>Susquenita Area School District</b>	Neighboring School Districts	Life Skills Support	1
<b>Susquenita Area School District</b>	Neighboring School Districts	Emotional Support	2
<b>Williams Valley School District</b>	Neighboring School Districts	Deaf and Hard of Hearing Support	1
<b>Yellow Breeches</b>	Approved Private Schools	Emotional Support	3
<b>Halifax Area School District</b>	Neighboring School Districts	Autistic Support	1
<b>Central Dauphin Area School District</b>	Neighboring School Districts	Multi-Disabilities Support	1
<b>Hill Top</b>	Special Education Centers	Multi-Disabilities Support	1
<b>Vista</b>	Approved Private Schools	Autistic Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* August 29, 2016

*Reason for the proposed change:* Additional students moved to our district requiring Emotional Support services.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	15 to 19	11	0.22
<b>Locations:</b>				
<b>Elizabethville, PA</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	15 to 19	2	0.04
<b>Locations:</b>				
<b>Elizabethville, PA</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	15 to 19	3	0.15
<b>Locations:</b>				
<b>Elizabethville, PA</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Additional students moved to our district requiring Learning Support services.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Life Skills Support	12 to 21	8	0.4
<b>Justification:</b> An age waiver, included in each IEP, is signed for every student in this classroom denoting that the class exceeds the chapter 14 age ranges.				
<b>Locations:</b>				
Elizabethville, PA	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	16 to 20	1	0.02
<b>Locations:</b>				
Elizabethville, PA	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Additional students moved to our district requiring Supplemental Learning Support services.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	15 to 19	15	0.3
<b>Locations:</b>				
Elizabethville, PA	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	15 to 19	2	0.1
<b>Locations:</b>				
Elizabethville, PA	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	15 to 19	1	0.02
<b>Locations:</b>				
Elizabethville, PA	A Senior High School	A building in which General Education		

PA	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 19	1	0.08
Locations:				
Elizabethville, PA	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 29, 2016*Reason for the proposed change:* There was a greater need for Special Education services at the elementary level.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	7	0.14
Locations:				
Lykens, PA	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	2	0.17
Locations:				
Lykens, PA	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* There is no longer a need for Itinerant Emotional Support to be provided by this staff member.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	9	0.18
<b>Justification: An age waiver, included in each IEP, is signed for every student in this classroom denoting that the class exceeds the chapter 14 age ranges.</b>				
Locations:				
Elizabethville, PA	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	1	0.05



<b>Locations:</b>				
<b>Elizabethville, PA</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 1, 2017*Reason for the proposed change:* There is no longer a need for itinerant emotional support and supplemental learning support.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	11 to 15	10	0.2
<b>Locations:</b>				
<b>Lykens, PA</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 1, 2017*Reason for the proposed change:* There is no longer a need for supplemental learning support.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	11 to 15	10	0.2
<b>Locations:</b>				
<b>Lykens, PA</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 1, 2017*Reason for the proposed change:* There is no longer a need for supplemental learning support; however, there are two students that require itinerant emotional support.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	11 to 15	7	0.14
<b>Locations:</b>				
<b>Lykens, PA</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	11 to 15	2	0.04
<b>Locations:</b>				
<b>Lykens, PA / Middle School KM</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 1, 2017

*Reason for the proposed change:* Due to the population of students, there is a need for this teacher to provide Itinerant learning and emotional support and supplemental learning support.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	11 to 15	12	0.24
<b>Locations:</b>				
<b>Lykens, PA</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	11 to 15	1	0.02
<b>Locations:</b>				
<b>Lykens, PA</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	11 to 15	3	0.15
<b>Locations:</b>				
<b>Lykens, PA</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 1, 2017

*Reason for the proposed change:* Additional students were identified requiring Itinerant Autistic Support services.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	7 to 10	6	0.12
<b>Locations:</b>				

<b>Lykens, PA</b>	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Autistic Support	7 to 10	1	0.08
<b>Locations:</b>				
<b>Lykens, PA</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 1, 2017*Reason for the proposed change:* An additional student was identified requiring Itinerant Physical Support services.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	5 to 9	9	0.18
<b>Justification: An age waiver, included in each IEP, is signed for every student in this classroom denoting that the class exceeds the chapter 14 age ranges.</b>				
<b>Locations:</b>				
<b>Lykens, PA</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Physical Support	5 to 7	1	0.02
<b>Locations:</b>				
<b>Lykens, PA</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* The district assumed responsibility for providing Speech services rather than contracting with the CAIU.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	5 to 11	39	0.6
<b>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.</b>				
<b>Locations:</b>				
<b>Lykens, PA</b>	An Elementary School	A building in which General Education		

	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	11 to 15	5	0.08
<b>Locations:</b>				
<b>Lykens, PA</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* Additional students moved to our district requiring Life Skills Support services.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Life Skills Support	5 to 11	3	0.17
<b>Justification: An age waiver, included in each IEP, is signed for every student in this classroom denoting that the class exceeds the chapter 14 age ranges.</b>				
<b>Locations:</b>				
<b>Lykens, PA</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Life Skills Support	5 to 11	2	0.17
<b>Justification: An age waiver, included in each IEP, is signed for every student in this classroom denoting that the class exceeds the chapter 14 age ranges.</b>				
<b>Locations:</b>				
<b>Lykens, PA</b>	An Elementary School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
<b>Supervisor of Special Education</b>	Lykens, PA	0.92
<b>School Psychologist</b>	Lykens, PA	1
<b>Part-time Paraprofessional</b>	Lykens, PA / Elementary School	0.8
<b>Part-time Paraprofessional</b>	Lykens, PA / Middle School	0.8
<b>Paraprofessional</b>	Lykens, PA / Elementary School	1
<b>Paraprofessional</b>	Lykens, PA / Middle School	1
<b>Paraprofessional</b>	Lykens, PA / Middle School	1

<b>Paraprofessional</b>	Lykens, PA / Elementary School	1
<b>Paraprofessional</b>	Lykens, PA / Elementary School	1
<b>Paraprofessional</b>	Elizabethville, PA / High School	1
<b>Paraprofessional</b>	Elizabethville, PA / High School	1
<b>Paraprofessional</b>	Elizabethville, PA / High School	1
<b>Paraprofessional</b>	Elizabethville, PA / High School	1
<b>Paraprofessional</b>	Elizabethville, PA / High School	1
<b>Paraprofessional</b>	Elizabethville, PA / High School	1
<b>Personal Care Assistant</b>	Lykens, PA / Elementary School	1
<b>Personal Care Assistant</b>	Elizabethville, PA / High School	1
<b>Personal Care Assistant</b>	Lykens, PA / Elementary School	1
<b>Paraprofessional</b>	Elizabethville, PA / High School	1
<b>Personal Care Assistant</b>	Lykens, PA / Elementary School	1
<b>Personal Care Assistant</b>	Elizabethville, PA / High School	1

### Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
<b>Autism Support Consultation and Support to School Personnel</b>	Intermediate Unit	4.3 Hours
<b>Occupational Therapy</b>	Intermediate Unit	10.64 Hours
<b>Physical Therapy</b>	Intermediate Unit	4.67 Hours
<b>Pressley Ridge Counseling Services</b>	Outside Contractor	1 Days
<b>Deaf or Hard of Hearing</b>	Intermediate Unit	0.36 Hours
<b>Blind/Visually Impaired Support</b>	Intermediate Unit	0.39 Hours
<b>Orientation &amp; Mobility</b>	Intermediate Unit	0.25 Hours
<b>Speech/Language Support</b>	Intermediate Unit	16.81 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Upper Dauphin strives to have all staff equipped and knowledgeable of Autism Spectrum Disorders and remain up to date with interventions, techniques, instruction, and methods that ensure all students with Autism are successful. Upper Dauphin Area provides students with disabilities, specific to Autism, a full continuum of services and placement options starting with the Least Restrictive Environment within the regular education setting. Students who have been evaluated and are found to be autistic will be given an Individualized Education Program tailored to their specific needs to allow them to make progress within the least restrictive educational environment. Within the students Individualized Education Program, there will be supplemental aids and services, specifically designed instruction, and/or related services based on each individual student's needs. This is evidenced by the services the students are currently receiving.
<b>Person Responsible</b>	Heather Haupt
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	10
<b>Provider</b>	District, PaTTAN Consultants, PDE, IU Consultants, or other community providers
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Participants will learn about instructional strategies, modifications, and other accommodations for students on the Autism spectrum. They will become familiar with speech needs, sensory needs, and behavioral needs that frequent the disorder.

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

	<p>implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Joint planning period activities</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

## Behavior Support

<b>Description</b>	<p>Trainings will be provided to cover the three step process of functional behavioral assessments (FBA), designing interventions based on the data collected, and de-escalation/conflict resolution strategies in the area of behavior. Staff will utilize positive behavior intervention strategies to facilitate appropriate social interactions for students with disabilities so that behaviors do not impede the student's learning or that of others.</p> <p>Professional staff will be given opportunity to attend professional development activities sponsored by PDE, PaTTAN, the CAIU, the district, or other service providers to enhance their knowledge base of evidenced-based best practices as they relate to behavior support.</p> <p>Training will be provided to identified staff. Staff will be given an in-service opportunity on de-escalation techniques to be implemented prior to a crisis situation</p> <p>The SCM team trainers will attend recertification trainings annually as to train the Crisis Teams in each building of the district. The district trainers also offer the local police department opportunity to participate in any SCM trainings offered. All training is sanctioned and provided by JKM, Inc. Trainings will be provided to all staff to provide information and techniques for positive behavioral interventions, incident prevention, proven de-escalation techniques, and post-interventions strategies. Ongoing trainings will be provided to district staff regarding SAP process for supporting students with behavioral issues and services by the school psychologists.</p>
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	<p>De-escalation trainings will stress the importance of listening with empathy, trying to understand where the person is coming from. Staff will gain an understanding where the person is coming from. Staff will gain an understanding of how their behavior directly relates to student behavior.</p> <p>The use of physical intervention is taught to school teams only as an emergency intervention to respond to an individual posing an immediate danger to self or others. Physical restraints interventions such as self prevention techniques, non-aversive releases, escorts, and therapeutic holds are taught to be used only as a last resort when all other attempts to calm escalating behavior have been tried and failed.</p> <p>Sign-in sheets and agendas for training.</p>
<b>Person Responsible</b>	Heather Haupt
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	8
<b>Provider</b>	District, IU Consultants, PaTTAN Consultants, PDE, community agencies
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>Safe Crisis Management Training teaches strategies and techniques to effectively support students who are a danger to themselves or others. The training program created curriculum trains faculty and staff in a variety of de-escalation strategies as well as creating an understanding of how and why the behaviors occurred. The training allows faculty and staff to gain background knowledge and techniques they can use to be supportive with a student and prevent escalation when possible. Additionally, the training provides how and when to respond to a student who may cause physical harm to themselves or others.</p> <p>Staff will gain knowledge on the de-escalation and implementation of effective behavioral technique for students who have challenging behaviors.</p>

<b>Research &amp; Best Practices Base</b>	The use of positive de-escalation techniques will help to minimize the use of restraints for any student, except in situations where the student is a danger to themselves or others.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1)

	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Lesson modeling with mentoring Joint planning period activities Journaling and reflecting
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of written reports summarizing instructional activity review of restraint and discipline data; There will be a reduction in discipline referrals; Review of written reports summarizing instructional activity; The number of students that require a Safe Crisis Management restraint will be reported quarterly to PDE and reviewed by the Administrative team to determine if additional training is needed.

## Paraprofessional

<b>Description</b>	Upper Dauphin Area paraprofessionals are required, per PDE and Chapter 14 mandated regulations, to have 20 hours of professional development each year. This time is used to improve the way they are able to better assist students with disabilities across school settings. Some trainings are conducted at an individual level and other training are in small group. Some of the topics of the trainings include, MTSS model, Safe Crisis Management Training, First Aid and CPR Training, Instructional Strategies, Social Skills for Secondary Students and Communication and Collaboration Training.
<b>Person Responsible</b>	Heather Haupt
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	20
<b># of Participants Per</b>	19

<b>Session</b>	
<b>Provider</b>	Upper Dauphin Area School District
<b>Provider Type</b>	PaTTAN, Safe Schools, and Upper Dauphin Area School District
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Upper Dauphin Area Special Education paraprofessionals will gain knowledge and skills needed to be successful with students receiving Special Education Services. The training opportunities allow paraprofessionals to gain knowledge in specific areas based on individual needs and areas of growth.
<b>Research &amp; Best Practices Base</b>	PDE and Chapter 14 regulations require 20 hours of in-service or training hours for each paraprofessional annually. During the school year, Upper Dauphin Area provides opportunities for Paraprofessionals to attend trainings for CPR and First Aid, Safe Crisis Management Training, and faculty staff development training on a variety of topics. Additionally, Paraprofessionals are given working hours and access to Safe School and PaTTAN's website to attend webinars and trainings for Paraprofessionals.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Sharing information and strategies with peers
<b>Evaluation Methods</b>	Participant survey Portfolio

## Reading NCLB #1

<b>Description</b>	Upper Dauphin Area School District will continue to assess and identify at risk students in the area of reading through data collection and MTSS within the elementary school. Using our MTSS model we are able to identify specific needs of students to allow us to target problematic areas and close the gaps for identified and at risk readers. We will continue to use reading strategies, Wilson Reading program and Read Naturally strategies along with other reading strategies to continue to allow students to be successful in the area of reading. At the middle school level, there are a variety of reading strategies and programs being used to support students. Currently, we are using Wilson and iReady to supplement the Reading program. This is evidenced by the data collection throughout the year, proficiency rates in reading, and our annual growth rate are closing the gaps in reading.
<b>Person Responsible</b>	Heather Haupt
<b>Start Date</b>	7/1/2018

<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	28
<b># of Participants Per Session</b>	5
<b>Provider</b>	Upper Dauphin Reading Coach
<b>Provider Type</b>	Upper Dauphin and IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Reading coaches provide weekly progress monitoring, data meetings and weekly guidance and training for all elementary teachers in the area of reading. This time allows teachers to learn new strategies, expand their curriculum, create new lesson plans around problematic areas and use evidence based practices.
<b>Research &amp; Best Practices Base</b>	The data team and teachers meet weekly to look at data provided by bi-weekly progress monitoring during MTSS time as well as benchmark scores. Based on the data and research based practices, the teachers tailor their lesson plans and MTSS lessons to the needs of the students.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops Department Focused Presentation Professional Learning Communities
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
<b>Follow-up Activities</b>	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 Joint planning period activities
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity

## Transition

<b>Description</b>	1. Upper Dauphin Area School district currently provides training on this topic as well as continues to develop training for Transition purposes. These
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trainings are geared to help teachers better understand what to write and how to write appropriate transition plans within the present levels section and transition section of an Individualized Education Program. Additionally, they continue to receive training on how to correctly incorporate annual goals within the transition plan in an Individualized Education Program. These trainings are provided to all teachers who currently or may in the future, work with students receiving special education services who may be of transition age.

2. Other topics for future trainings may be as follows: Post-Secondary Transition Understanding, Understanding Post-Secondary Training processes, Understanding what the Office of Vocational Rehabilitation offers, learning and being able to use Formal and Informal Assessments for transition.

3. Upper Dauphin Area annually holds a Transition Resource Fair. Each year we hold the fair and invite vendors, coordinators and service providers to come. During the fair, it is an opportunity for the Upper Dauphin community members, parents, students, employers, faculty and staff to communicate and educate themselves on what transition is, how it can be tailored for the student, and an opportunity to learn about different available services within our local region.

5. Upper Dauphin Area offers transition services for student who will turn 14 years of age during the life of their Individualized Education Program to the age of 21. Programs that are offered, but not limited to the follow:

- a. Software systems for interest inventories, career exploration, and field interests
- b. Course work on interviewing techniques, resume writing, application processes, and proper edicts
- c. Exploration and hands-on field trips to employers in our area of which a student is interested in
- d. On the job training with a assistant job coach
- e. Vocational Mentoring Programming day – shadowing a person for a few days in a career of the student's interest
- f. 4 – 6 weeks of on the job training experience in various settings with a job coach
- g. Post –Secondary institutions field trips to colleges, tech schools and



	<p>training facilities.</p> <p>h. Referral to OVR as a junior or senior to start the OVR process</p> <p>i. Academic programs tailored to the students area of interest for transition</p>
<b>Person Responsible</b>	Heather Haupt
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	9
<b>Provider</b>	Upper Dauphin Area School District and IU
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Upper Dauphin Area faculty, staff, parents, and students with disabilities will gain knowledge on student rights, programs available to students, implementation processes, paperwork processes, accommodations in the work place, and admissions to post-secondary training.
<b>Research &amp; Best Practices Base</b>	Research and best practice shows educating and assisting students and parents with planning transition goals, assisting with agency connections, and educating students and parents on all available options after high school promotes better transition outcomes.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation  Series of Workshops  School Whole Group Presentation  Department Focused Presentation  Professional Learning Communities  Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  School counselors  New Staff  Other educational specialists  Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>
<b>Evaluation Methods</b>	<p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p>

# Special Education Affirmations

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

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

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*