

Upper Dauphin Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

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

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, enriching, 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, including two large tool and die shops, and a thriving medical supplies plant; however, the largest local employer is a window and door manufacturer which has three plants in the district. In 2007, a Walmart Super Center opened in the district along State Route 209 in Washington Township between Elizabethville and Loyalton. Various satellite businesses have sprouted around the Walmart, but no new large employers have moved to the area. Also, the area has lost its local heat reclaimer and other smaller businesses. 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 majority of farms over time have been bought up by Amish farmers. Amish children now compose approximately thirty percent, 30%, of the school age population in the district.

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 8,500 residents. The school district enrollment is 1170 students, K-12. As noted above, the district has a significant Amish population, and the Amish people send their children to ten 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, over ninety percent, 90%, of the 1170 students enrolled in the Upper Dauphin Area School District are Caucasian.

Planning Committee

Name	Role
Heather Haupt	Administrator : Special Education
Jessica Megonnell	Administrator : Professional Education
Jared Shade	Administrator : Professional Education
Evan Williams	Administrator : Professional Education
Dennis Morgan	Business Representative : Professional Education
Barbara Schiano-di-cola	Business Representative : Professional Education
Kirk Wenrich	Business Representative : Professional Education
Matt Buffington	Community Representative : Professional Education
Crystal Gessner	Community Representative : Professional Education
Shelli Casner	Ed Specialist - Instructional Technology : Professional Education
Jessica Eiler	Ed Specialist - Instructional Technology : Professional Education
Wendy Kimmel	Ed Specialist - Other : Professional Education
Cory Shade	Ed Specialist - School Counselor : Professional Education
Rhonda Hentz	Ed Specialist - School Nurse : Professional Education
Danielle Smyre	Ed Specialist - School Psychologist : Professional Education
Susan Geesey	Elementary School Teacher - Regular Education : Professional Education
Sara Jarrett	Elementary School Teacher - Regular Education : Professional Education
Kim Messinger	Elementary School Teacher - Regular Education : Professional Education

Alison Smith	Elementary School Teacher - Regular Education : Professional Education
Laura Dreibelbis	Elementary School Teacher - Special Education : Professional Education
Ellie Weaver	Elementary School Teacher - Special Education : Special Education
Amy Gehring	High School Teacher - Regular Education
Cynthia Minnich	High School Teacher - Regular Education : Special Education
Todd Smeltz	High School Teacher - Regular Education : Professional Education
Vicky Smith	High School Teacher - Regular Education : Professional Education
Clint Gehring	High School Teacher - Special Education : Professional Education
Julie Bugda	Middle School Teacher - Regular Education : Professional Education
Amy Eisenhauer	Middle School Teacher - Regular Education : Professional Education
Danielle Keller	Middle School Teacher - Regular Education : Professional Education
Danielle Klemick	Middle School Teacher - Regular Education : Professional Education
Megan Wallisch	Middle School Teacher - Regular Education : Professional Education
Todd Ayers	Parent : Professional Education
Sandy Bixler	Parent : Professional Education
Price Buffington	Parent : Professional Education
Stephanie Cooper	Parent : Special Education
Amy Gehring	Parent : Professional Education
Vicki Smith	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

We do not offer Family Consumer Science at this level.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Developing	Developing

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

We do not offer Family Consumer Science at this level.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

We do not offer Family Consumer Science at this level.

We do not offer any World Languages at this level.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered
World Language	Not answered	Not answered

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Curriculum committees have been identified for each curriculum area and they meet on a regular basis under the guidance of the building principal and the curriculum committee teacher leader.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Curriculum committees have been identified for each curriculum area and they meet on a regular basis under the guidance of the building principal and the curriculum committee teacher leader.

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

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Curriculum committees have been identified for each curriculum area and they meet on a regular basis under the guidance of the building principal and the curriculum committee teacher leader.

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

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

This narrative is empty.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Building Supervisors

Unchecked Answers

- Administrators
- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Building principals and other district level administrators complete regular walkthroughs focused on instruction. These same administrators also complete annual and semi-annual instructional evaluations.

Differentiated supervision is utilized district wide on a 3 year cycle to ensure that all teachers are encouraged to plan for professional growth as well as being formally observed no less than every three years.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered

Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

This narrative is empty.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:*Checked answers*

None.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to

discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						
World Language						

Methods and Measures

Summative Assessments

No methods or measures have been identified for Summative Assessments

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

No methods or measures have been identified for Formative Assessments

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

Validation Methods	EEP	E EI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review				
Building Supervisor Review				
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

This narrative is empty.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

This narrative is empty.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

This narrative is empty.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.				
Instructional practices are identified that are linked to				

student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.				
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.				
Instructional practices modified or adapted to increase student mastery.				

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites				
Individual Meetings				
Letters to Parents/Guardians				
Local Media Reports				
Website				
Meetings with Community, Families and School Board				
Mass Phone Calls/Emails/Letters				
Newsletters				
Press Releases				
School Calendar				
Student Handbook				

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	E EI	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 Prevention Plans	X	X	X	X
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.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

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 parttime 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 problemsolve, 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.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

A referral is submitted to the Child Study Team to determine if a child is in need of specially designed instruction. These referrals are reviewed by the Child Study Team and interventions are put into place to provide enrichment within the classroom. The interventions are monitored and the data is reviewed by the Child Study Team at which time this data as well as the results from a screener are used to determine if the student should move to an evaluation for a possible GIEP. If it is determined by the Child Study Team's data that enrichment in the classroom is sufficient to meet the child's needs, these interventions are continued and no further testing is recommended.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

Upper Dauphin Area School District utilizes a matrix in to determine eligibility for a GIEP. This matrix includes local and state benchmark performance, information from the parents, information from the teachers, core assessment battery (IQ testing) and any additional assessment deemed necessary. Additional factors considered are: English as a Second

Language, disabilities, gender or race bias, and socio/cultural deprivation. All of these determining factors are taken into consideration when determining eligibility for a GIEP.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

Upper Dauphin Area School District's gifted program includes enrichment within the classroom as well as additional enrichment time and activities based on the individual strengths and interests of the students receiving the programming. At the high school level students participate in honors classes, college level classes and complete an independent project based on their area(s) of strength. The elementary and middle school students receive enrichment within the classroom and also receive additional instruction and enrichment through small group instruction. Odyssey of the Mind is being explored for use at the middle school level also.

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/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

- Upper Dauphin Area School District participates in the SWPBS Initiative through the use of Character Education Program at all buildings. Students also receive direction instruction from the Guidance Counselors at the Elementary and Middle School on topics such as bullying, positive choices and drugs/alcohol. We also have very active SAP teams at all levels.

- We work with an outside agency to provide attendance interventions and support to students that are truant. These services include attendance counseling as well as support for academics.
- We provide required health screenings to students that are unable to obtain these screenings outside of the school. We comply with immunization regulations and support families to ensure that they are meeting these requirements.
- All buildings have MTSS programs to reach students that are both above and below grade level to ensure their success.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	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:

Child study and Student Assistance Teams work at all levels to discuss the needs of students and provide interventions based on those needs. Interventions include, but are not limited to, individual counseling, remediation to target areas of concern/need, family support, connection with outside resources/services and Special Education Evaluations when deemed necessary.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	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:

- Upper Dauphin Area School District works with community agencies to support students and families. This work is done through our Student Assistance Teams as well as our Director of Special Education and Student Services.
- In-Service training is provided on a regular basis at all levels on topics such as homelessness, child abuse, technology, school safety and a variety of instructional strategies.
- We work with an outside agency to provide truancy support to any student that is deemed truant.
- Upper Dauphin Area School District is dedicated to strengthening relationships between school personnel, parents and community members through after-school activities, family events, and constant communication through a variety of methods (e.g. social media, newsletters, website, email, etc.).

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEl	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	E EI	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	
-------------------------------------------------------	--

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
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
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
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
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
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
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	Not Applicable

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
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA 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.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	E EI	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	E EI	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 levels, especially with MTSS 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.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/22/2013 Initial CARRT Training
1/19/2015 Update
1/15/2017 Mandated Reporter Training
The LEA plans to conduct the required training on approximately:
8/24/2022 Mandated Reporter Training

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/24/2016 Suicide Prevention Training
11/10/2017 Youth Suicide Awareness and Prevention Training
The LEA plans to conduct the training on approximately:
8/25/2021 Youth Suicide Awareness and Prevention Training

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
8/27/2018 UDA awaits direction from PDE.

Strategies Ensuring Fidelity

Checked answers

- 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.

Unchecked answers

- Administrators participate fully in all professional development sessions targeted for their faculties.

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

Checked answers

- 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.

Unchecked answers

None.

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

Checked answers

- 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).

Unchecked answers

None.

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 a brief explanation for strategies not selected and your plan to address their incorporation.

This narrative is empty.

Mentor Characteristics

Checked answers

- 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.

Unchecked answers

None.

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. Administrators will meet with mentors, review the induction handbook, and instruct mentors on expectations. Meetings will be held monthly to insure fidelity to the induction plan.
3. Mentor teachers must have achieved a status of proficient or distinguished in the areas of planning and preparation, classroom environment, and instruction;
4. 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;
5. Mentor teachers must show enthusiasm and interest in providing assistance and support to novice teachers;
6. 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 and Evaluating the 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)*Checked answers*

- 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 Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

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. Currently, Upper Dauphin Area School District does not host any locations that would educate students under 1306. Should the District ever have a location within our boundaries, the District will work closely with the home district of the 1306 student to ensure they are properly identified.

2. Currently, there are no facilities located in the Upper Dauphin Area School District providing services to nonresident students per Section 1306 of the PA Public School Code. In the event that a facility providing services to 1306 students moves to the Upper Dauphin School District, the district will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under section 1306 of the Public School Code as indicated below:

Educational Programs for Students in "Non-Educational" Placements: 22 Pa. Code Section 14.102 (a)(2)(xiii)

HOST SCHOOL DISTRICT RESPONSIBILITIES

Under § 1306 of the PA School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host school district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (and 22 PA Code Chapter 15.

The host school district cannot refuse to educate a student in a regular or special education

program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and Notice of Recommended Educational Placement (NOREP), or a Service Agreement under 22 PA Code Chapter 15 requires a different placement; 3) the child is currently expelled from their last educational placement due to a weapons offense under 24 P.S. § 13- 1317.2(e.1); or 4) the student is in an interim alternative educational setting and placed in accordance with the IDEA per 34 CFR § 300.530(c), (d)(5), and (g). Students may not be presumptively assigned to alternative education programs for disruptive youth; such

29 U.S.C. § 701 et seq.)

placements must be made in accordance with federal and state disciplinary protections referenced in the BECs:

1) Alternative Education for Disruptive Youth 2) Enrollment of Students

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host school district must consider the educational placement options to educate the student in the host school district's public schools. If the host school district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with FAPE and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and Section 504 of the Rehabilitation Act of 1973. For students eligible for services under 22 PA Code Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a qualified handicapped student pursuant to 22 PA Code Chapter 15.

1. Child Find Responsibility

In addition to ensuring that an appropriate educational program is provided, the host school district has a Child Find responsibility per 34 CFR § 300.111 Child Find for children thought-to-be-eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all § 1306 students with suspected disabilities, including but not limited to, evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host school district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host school district, or a person appointed by a court to provide such consent. If a child who is handicapped under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under the IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under the

IDEA and Chapter 14. One indication that a child is thought-to-be-eligible may include a determination by the host school district, parent, or a professional that the child's educational needs cannot be met in a regular public school setting.

For children suspected as IDEA eligible students, the host school district is responsible for maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student.

2. Educational Decision-Makers

If neither the parent of a child who is eligible or thought-to-be-eligible for special education nor an individual who meets the definition of parent per 34 CFR § 300.30 Parent can be located, the host school district must appoint a surrogate parent per 34 CFR § 300.519 Surrogate parents.

3. Transferring Students

During the § 1306 student's tenure in the children's institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and resident school districts may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval from PDE after notice to and an opportunity for comment by the parents of the student.

If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host school district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parent is included in the IEP meeting, including informing the parent they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children.

Until a new IEP is developed for the child by the IEP Team including the parent, the child must receive services comparable to those in the existing IEP. The host school district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress.

The parent and the host school district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five (5) business days of the student's admission to the institution per 22 PA Code 11.11 (b). If the information or an individual necessary to make an informed decision about the appropriate

educational placement of the child is not available within the five (5) day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host school district and parent can make a formal decision regarding the student's educational placement.

If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's educational placement must be made without delay. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host school district. In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, and the program's ability to provide FAPE and comply with the other requirements of the IDEA and Title 22 of the PA Code Chapters 14,15, and 16 along with Section 504 of the Rehabilitation Act of 1973. In addition, the IEP Team should consider whether the program will prepare the student to meet any applicable promotion and/or graduation requirements based on their needs.

RESIDENTIAL FACILITY RESPONSIBILITIES

The residential facility has reporting obligations as well as a responsibility to cooperate with the host school district to assure that the student's educational rights are being protected. It is incumbent upon residential facilities to notify host school districts of the scope of their operations within the district including the capacity of their facilities. The residential facility may not require enrollment in an on-site educational program as a condition of placement. Temporary placements, described previously, are for a short period of time while a final decision on educational program and placement is determined. The residential facility must send the attached form, "Notification of Admission to Facility or Institution and School Enrollment" contained within the attached DHS Bulletin (OMHSAS-10-02) to the host school district as soon as a § 1306 student is admitted to the facility, and in no case longer than one business day after the student is admitted. The residential facility must also notify the host and resident school districts at least two (2) weeks prior to the anticipated discharge date for the child, if possible. The residential facility must also cooperate on an on-going basis with the host and resident school districts to facilitate the education of the student, the provision of FAPE, and discharge planning. Such cooperation also includes providing staff from the host or resident school districts or another educational entity access to the facility. If the student does not have an individual acting as a parent on their behalf, the residential facility will notify the host school district and DHS to assure appointment of a proper education decision-maker.

RESIDENT SCHOOL DISTRICT RESPONSIBILITIES

The resident school district (where the student's parent(s) resides) has a financial obligation, a duty to cooperate regarding transfer of records, and a role in student monitoring and educational planning.

Payments regarding non-resident students must be made in accordance with the BEC entitled Nonresident Students in Institutions. (24 P.S. § 13-1306)

Under 22 PA Code § 11.11(b), the resident school district must cooperate with the host school district to ensure that education records are transferred with 10 (ten) business days of a request from the host school district, if the resident school district is the last school of record. These records must include the name and contact information for the child's parent as defined by state law and the IDEA.

The host school district is responsible for maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student.

JOINT DHS/PDE POLICY PROHIBITS BUNDLING OF SERVICES

DHS-licensed facilities shall not require students to attend school at the residential facility unless it is a court imposed condition of their placement.

Some private residential program providers are licensed both as non-educational (for example, mental health) providers and as private schools (for example, approved private schools, schools within private residential rehabilitative institutions, and licensed private academic schools). This creates the possibility of a single institution able to provide both the educational and non-educational services a child needs. Although, in some cases, this will be desirable, it will not always be appropriate. When a non-educational placement is made, there should not be an assumption on the part of the referring public agency or the private provider that the child will be included in the private provider's educational program. Rather, the decision regarding the educational portion of the child's day is to be made on an individual basis by parents, guardians, and public education officials with input from all knowledgeable sources. This type of individualized decision-making is consistent with DHS's policy supporting individualized services for child and family support, and is further enhanced by county MH/ID program agency services that can assist in supporting a child in a regular school setting.

The policy articulated in this BEC is the product of a concern of PDE and DHS as articulated in the DHS Bulletin (OMHSAS-10-02) entitled Educational Portions of "Non-Educational" Residential Placements that the educational portions of agencies' arrangements for these children are often in more restrictive, less integrated settings than is necessary to meet the student's educational needs. This policy is also the product of a joint concern that bundling services together in some cases delays the onset of services to the child, violating children's rights under education laws.

PDE and DHS will exclude a private provider from the approved provider pool of a specific

program, including the Medical Assistance Program, if that private provider has a general policy or practice of insisting that each child placed under that program must also receive services of the private provider that fall outside of the program, unless a court order explicitly prescribes how educational services are to be provided. Similarly, PDE and DHS will not participate financially in placements that are contrary to this policy. Both Departments will implement this policy regarding their programs.

This policy is an important part of our adherence to applicable law and – no less important – to serving children and families effectively in as natural a setting as is consistent with the individual child's needs.

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

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 (in compliance with [24 PS § 15-1547](#))
- 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
Susquenita Area School District	Neighboring School Districts	Life Skills Support	1
Susquenita Area School District	Neighboring School Districts	Emotional Support	2
Williams Valley School District	Neighboring School Districts	Deaf and Hard of Hearing Support	1
Yellow Breeches	Approved Private Schools	Emotional Support	3
Halifax Area School District	Neighboring School Districts	Autistic Support	1
Central Dauphin Area School District	Neighboring School Districts	Multi-Disabilities Support	1
Hill Top	Special Education Centers	Multi-Disabilities Support	1
Vista	Approved Private Schools	Autistic Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	15 to 19	1	0.02
Locations:				
Elizabethville, PA / High School RG	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special	Life Skills Support	15 to 21	1	0.1

Education Class				
<p>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.</p> <p>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.</p>				
Locations:				
Elizabethville, PA / High School BG	A Junior/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%)	Life Skills Support	12 to 21	9	0.45
<p>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.</p> <p>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.</p>				
Locations:				
Elizabethville, PA / High School BG	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	12	0.24
Locations:				
Elizabethville, PA / High School CG	A Junior/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%)	Life Skills Support	15 to 19	1	0.02
Locations:				
Elizabethville, PA / High School CG	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	1	0.02

Locations:				
Elizabethville, PA / high School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	2	0.05
Locations:				
Elizabethville, PA / High School TO	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	11	0.39
Locations:				
Elizabethville, PA / High School TO	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	1	0.26
Justification: These students are not located in the same classroom at the same time. They are supported within the regular education environment and pulled on an as needed basis.				
Locations:				
Elizabethville, PA / High School DS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	2	0.08
Locations:				
Elizabethville, PA / High School DS	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	13	0.26
Locations:				
Lykens, PA / Middle	A Middle School	A building in which General Education		

School DE	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	1	0.05
Locations:				
Lykens, PA / Middle School DE	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	10	0.2
Locations:				
Lykens, PA / Middle School TL	A Middle 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	11 to 15	2	0.1
Locations:				
Lykens, PA / Middle School TL	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	11	0.24
Locations:				
Lykens, PA / Middle School KM	A Middle 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	11 to 15	1	0.05
Locations:				
Lykens, PA / Middle School KM	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	1	0.04
Locations:				

Lykens, PA / Middle School TT	A Middle 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
Itinerant	Learning Support	11 to 15	11	0.44
Locations:				
Lykens, PA / Middle School TT	A Middle 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%)	Multiple Disabilities Support	11 to 15	1	0.05
Locations:				
Lykens, PA / Middle School TT	A Middle 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	11 to 15	1	0.05
Locations:				
Lykens, PA / Middle School TT	A Middle School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	8	0.16
Locations:				
Lykens, PA / Elementary School BR	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	6	0.12
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.				
Locations:				
Lykens, PA / Elementary School MS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12

Operator: Outside Contractor for the School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	5 to 11	24	0.37
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.				
Locations:				
Lykens, PA Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	20	0.31
Locations:				
Lykens, PA / Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: January 4, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	4	0.2
Justification: These students may be an exception to the 3 year age requirement as they are deemed appropriate for this placement/classroom which will provide the needed supports and instructions outlined in their IEP.				
Locations:				
Upper Dauphin Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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	Lykens, PA / Elementary School	0.8
Part-time Paraprofessional	Lykens, PA / Middle School	0.8
Paraprofessional	Lykens, PA / Elementary School	1
Paraprofessional	Lykens, PA / Middle School	1
Paraprofessional	Lykens, PA / Middle School	1
Paraprofessional	Lykens, PA / Elementary School	1
Paraprofessional	Lykens, PA / Elementary School	1
Paraprofessional	Elizabethville, PA / High School	1
Paraprofessional	Elizabethville, PA / High School	1

Paraprofessional	Elizabethville, PA / High School	1
Paraprofessional	Elizabethville, PA / High School	1
Paraprofessional	Elizabethville, PA / High School	1
Paraprofessional	Elizabethville, PA / High School	1
Personal Care Assistant	Lykens, PA / Elementary School	1
Personal Care Assistant	Elizabethville, PA / High School	1
Personal Care Assistant	Lykens, PA / Elementary School	1
Paraprofessional	Elizabethville, PA / High School	1
Personal Care Assistant	Lykens, PA / Elementary School	1
Personal Care Assistant	Elizabethville, PA / High 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	4.3 Hours
Occupational Therapy	Intermediate Unit	10.64 Hours
Physical Therapy	Intermediate Unit	4.67 Hours
Pressley Ridge Counseling Services	Outside Contractor	1 Days
Orientation & Mobility	Intermediate Unit	0.25 Hours

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:

Writing seems to be a concern for both the elementary and middle schools.

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 focussed 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 focussed 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.

Concern #5:

Writing is a concern district wide. All schools are working to increase the quality and quantity of writing to address this need area.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #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

Type: Interim

Data Source: In-service time for curriculum writing

Specific Targets: Each level is continuously updating the curriculum. Time is given during scheduled inservice days, common team meeting time, and summer workshops.

Type: Annual

Data Source: Site for publishing curricula using the District website.

Specific Targets: Annual review of the published curriculum to ensure that it is current and aligned to the standards.

Strategies:

Curriculum Cycle

Description:

The District Curriculum Cycle will focus on the various disciplines, as follows:

2018-2019 – Arts, Health and Physical Education

2019-2020 – Social Sciences, Vocational Education

2020-2021 – ELA and Math, APE Review

2021-2022 – ELA, Math, Biology

2022-2023 – Sciences

2023-2024 - Technology, Business

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 Area 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 MTSS and interventions, K-12 - this will require ongoing training for the school data teams and the various

intervention teachers. In the high school, we have instituted remedial classes in Keystone exam areas.

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: 8/27/2018 **End Date:** 6/30/2023

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 continues with 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 continues the program founded on core values. High school continues to refine a 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 and will hold regular meetings of the Character Education Committee. 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.

Start Date: 8/27/2018 **End Date:** 7/1/2021

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: 8/27/2018 **End Date:** 6/30/2021

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: 8/27/2018 **End Date:** 6/30/2021

Program Area(s): Educational Technology

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: 7/2/2018 **End Date:** 6/30/2021

Program Area(s):**Supported Strategies:**

- Curriculum Cycle

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: 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
8/27/2018	6/30/2023	Language and Literacy Acquisition PD	<p>Description: Further implementation of MTSS and interventions, K-12 - this will require ongoing training for the school data teams and the various intervention teachers. In the high school, we have instituted remedial classes in Keystone exam areas.</p> <p>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.</p>
		<p>Person Responsible Administration</p> <p>SH 4.0</p> <p>S 12</p> <p>EP 15</p> <p>Provider CAIU</p>	<p>Type IU</p> <p>App. Yes</p>

Knowledge

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

Supportive Research

Multi-Tiered System of Supports

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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.

Training Format

Series of Workshops
Professional Learning Communities
Offsite Conferences

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors

Grade Levels

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

High (grades 9-12)

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>	Evaluation Methods	<p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p>
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LEA Goals Addressed: 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
8/27/2018	7/1/2021	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 continues with 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 continues the program founded on core values. High school continues to refine a 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 and will hold regular meetings of the Character Education Committee. 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.

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

For classroom teachers, school counselors and education specialists:

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

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.

Training Format

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

Participant Roles

Dir

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

Grade Levels

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

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

Superintendent/Chief Executive Officer

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.

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).

Affirmed by David Barder on 4/27/2018

Board President

Affirmed by Evan Williams on 4/27/2018

Superintendent/Chief Executive Officer