

Tulpehocken Area SD

**District Level Plan**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

27 Rehrersburg Road  
Bethel, PA 19507  
(717)933-4611  
Superintendent: Andrew Netznik  
Director of Special Education: Lisa Kiss

## Planning Process

The Tulpehocken Area School District continually reviews assessment, demographic and perceptual data to make ongoing improvements in curriculum, instruction, intervention, and overall practices within the district. Each year, all faculty were presented with information about the School Performance Profile and the components of each building's score were analyzed by teachers and administration. During the fall, each building participates in data meetings to identify areas for improvement. The Professional Development Committee is an ongoing committee that meets monthly during the school year. This committee conducts annual surveys for staff regarding professional development needs. The survey is conducted in January and is used to plan for professional development for the following year. In 2016-17, the Technology Committee and Curriculum Committee merged, and meet monthly to develop and foster a vision for instructional technology for the District.

## Mission Statement

When we **EXPECT** the most of ourselves and our community - and we **BELIEVE** in the inborn ability of all children to attain the knowledge and skills necessary to realize their full potential in life - we will **ACHIEVE** great things.

## Vision Statement

The TASD will be the highest achieving learning community by promoting academic excellence and nurturing social responsibility in all children, ensuring they have the knowledge and skills to maximize their performance while contributing to an ever-changing global society.

## Shared Values

- We believe our purpose is to have students become technology wise and to provide a curriculum with rigor.
- We believe we must educate the whole child - intellectually, emotionally, spiritually, physically (in both wellness and healthy decision-making), and aesthetically.
- We see the importance in teaching relevant life skills that include showing respect, dependability, integrity, self-esteem/worth, efficacy, time management, social skills, teamwork, discipline and a good work ethic.
- We believe our students need to be able to think creatively & analytically.
- We believe in the need to provide a safe, orderly environment that is positive in order to maximize learning.
- We value parent and community involvement finding this to be an essential ingredient for success.
- We strive to encourage flexibility, motivation and the desire for life-long learning in our students. We respect diversity, strive to be positive role models and to develop tolerance, coping skills, and positive relationships in our students.

## Educational Community

The Tulpehocken Area School District encompasses 100 square miles of land area. The District serves 1450 students in grades K-12. The district has two elementary buildings K-6 and one junior-senior high building 7-12. The overall poverty rate in the district is 39% based on free and reduced lunch enrollment. Due to the rural nature of the district, most of the revenue for the district comes in the form of residential property taxes. There have recently been some new businesses entering the district which will provide additional revenue in the upcoming years. There are very few social services provided within the borders of the district and as a result, families find it difficult to access services due to transportation issues. This means that the district often provides opportunities for services to be carried out on school property to help support our students. As a District, we take pride in the fact that we take the whole child approach to education.

## Planning Committee

Name	Role
Mark Brown	Administrator : Professional Education
Amanda Cipolla	Administrator : Professional Education
Michael Leister	Administrator : Professional Education Special Education
Andrew Netznik	Administrator : Professional Education
Andrew Netznik	Administrator : Special Education

Chris Heck	Board Member : Special Education
April Klopp	Board Member : Professional Education
Kristan Rissmiller	Board Member
Karen Frey	Business Representative : Professional Education
Brad Wallace	Business Representative : Professional Education
Karen Frey	Community Representative : Professional Education
Bennetry Herrmann	Community Representative : Professional Education
Hilary Malone	Ed Specialist - Home and School Visitor
Erika Kindoll	Ed Specialist - Instructional Technology : Professional Education
Joseph Bernat	Elementary School Teacher - Regular Education : Professional Education
Nicole Clabaugh	Elementary School Teacher - Regular Education : Professional Education
Korey Cox	Elementary School Teacher - Regular Education
Marie DeFilipps	Elementary School Teacher - Regular Education : Professional Education
Erin Dietrich	Elementary School Teacher - Regular Education
Jessica Hritzko	Elementary School Teacher - Regular Education
Heather Innes	Elementary School Teacher - Regular Education
Heather Joy	Elementary School Teacher - Regular Education : Special Education
Cara Kramer	Elementary School Teacher - Regular Education : Professional Education
Terry Manmiller	Elementary School Teacher - Regular Education
Heather Martin	Elementary School Teacher - Regular Education
Tamara Ritter	Elementary School Teacher - Regular Education
Kylene Sanders	Elementary School Teacher - Regular Education
Rebecca Schlegel	Elementary School Teacher - Regular Education
Ashleigh Mowrer	Elementary School Teacher - Special Education : Special Education
Erica Bachman	High School Teacher - Regular Education
Dave Fake	High School Teacher - Regular Education
Jennifer Kiene	High School Teacher - Regular Education
Joanne Levering	High School Teacher - Regular Education : Professional Education
Holly Baer	High School Teacher - Special Education : Professional Education

Diane Bidelspach	High School Teacher - Special Education : Special Education
Karen Bruno	High School Teacher - Special Education : Professional Education
Melinda Davis	High School Teacher - Special Education : Professional Education
Matt Shirk	Instructional Technology Director/Specialist : Professional Education
Susan Behm	Middle School Teacher - Regular Education : Professional Education
Elaine Caffarelli	Middle School Teacher - Regular Education : Professional Education
Denice Dodge	Middle School Teacher - Regular Education : Professional Education
Jennifer Engelbert	Middle School Teacher - Regular Education : Professional Education
Suzanne Hamrick	Middle School Teacher - Regular Education
Leah Harpel	Middle School Teacher - Regular Education
Heather Innes	Middle School Teacher - Regular Education
William Moyer	Middle School Teacher - Regular Education : Professional Education
Michael Mulholland	Middle School Teacher - Regular Education
Amy Schlater	Middle School Teacher - Regular Education : Professional Education
Holly Baer	Parent : Professional Education
Jen Gardula	Parent
Bennetry Hermann	Parent : Professional Education
Taryn Stothart	Parent : Special Education
Lisa Kiss	Special Education Director/Specialist : Professional Education Special Education
Becky Burns	Student

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Developing	Developing
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Accomplished
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":

The Tulpehocken Area School District has just recently completed one full curriculum cycle. Curriculum revision happens annually with one or more departments revising curriculum annually. The Pennsylvania Standards are used to align the curriculum at all levels. An area of need and focus for the upcoming years will be to ensure all courses are updated according to the latest standards. In addition, the curriculum will continually be updated to integrate more technology skills into the courses.

#### Elementary Education-Intermediate Level

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
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":

The Tulpehocken Area School District has just recently completed one full curriculum cycle. Curriculum revision happens annually with one or more departments revising curriculum annually. The Pennsylvania Standards are used to align the curriculum at all levels. An area of need and focus for the upcoming years will be to ensure all courses are updated according to the latest standards. In addition, the curriculum will continually be updated to integrate more technology skills into the courses. Family and Consumer Sciences are not taught at the elementary level.

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
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	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished

Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
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	Accomplished	Accomplished

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

The Tulpehocken Area School District has just recently completed one full curriculum cycle. Curriculum revision happens annually with one or more departments revising curriculum annually. The Pennsylvania Standards are used to align the curriculum at all levels. An area of need and focus for the upcoming years will be to ensure all courses are updated according to the latest standards. In addition, the curriculum will continually be updated to integrate more technology skills into the courses. At the middle and high school levels, the focus over the past several years has been to develop content area curriculum aligned to standards. Family Consumer Science is not taught at the Middle Level grades.

### High School Level

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
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	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
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	Accomplished	Accomplished



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

The Tulpehocken Area School District has just recently completed one full curriculum cycle. Curriculum revision happens annually with one or more departments revising curriculum annually. The Pennsylvania Standards are used to align the curriculum at all levels. An area of need and focus for the upcoming years will be to ensure all courses are updated according to the latest standards. In addition, the curriculum will continually be updated to integrate more technology skills into the courses. At the middle and high school levels, the focus over the past several years has been to develop content area curriculum aligned to standards.

## ***Adaptations***

### **Elementary Education-Primary Level**

#### *Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics

#### *Unchecked answers*

*None.*

### **Elementary Education-Intermediate Level**

#### *Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics

#### *Unchecked answers*

*None.*

### **Middle Level**

#### *Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics

#### *Unchecked answers*

*None.*

### **High School Level**

#### *Checked answers*

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

- PA Core Standards: Mathematics

*Unchecked answers*

*None.*

Explanation for any standards checked:

The Tulpehocken Area School District uses a combination of PA Core Standards, PA Academic Standards, and the Common Core Standards for curriculum alignment.

## 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:

The curriculum cycle ensures that all planned courses are developed using Curriculum Connector (online curriculum mapping tool). Every five years each department reviews the curriculum maps and checks for alignment to Standards.

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

NA

#### **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
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Processes used to ensure Accomplishment:

The curriculum cycle ensures that all planned courses are developed using Curriculum Connector (online curriculum mapping tool). Every five years each department reviews the curriculum maps and checks for alignment to Standards.

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

NA

### **Middle Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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:

The curriculum cycle ensures that all planned courses are developed using Curriculum Connector (online curriculum mapping tool). Every five years each department reviews the curriculum maps and checks for alignment to Standards.

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

NA

### **High School Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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	Needs

course, instructional unit or interdisciplinary studies are identified.	Improvement
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Processes used to ensure Accomplishment:

The curriculum cycle ensures that all planned courses are developed using Curriculum Connector (online curriculum mapping tool). Every five years each department reviews the curriculum maps and checks for alignment to Standards.

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

Individual classroom teachers determine measurement for mastery of the content, but this area is an area that needs improvement to ensure all courses are determining mastery of content in the same manner.

### *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.

Modifications and accommodations are provided for students to master a rigorous standards aligned curriculum. All teachers are trained and implement differentiated instruction techniques within their lessons and assessments. Supports are in place to help eliminate the barriers to learning for our students. A robust Response to Instruction and Intervention model is in place in grades K-6 with approval from the Pennsylvania Department of Education to use the RtII model in place of the discrepancy model for identifying disabilities in reading. Interventions for students struggling with PSSA and Keystone content are in place for grades 7-12 by providing remediation in these subjects and support for students completing the project based assessments.

## **Instruction**

### *Instructional Strategies*

#### *Checked Answers*

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

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators

- Instructional Coaches

*Unchecked Answers*

- Building Supervisors
- Department Supervisors
- Not Reviewed

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

The Tulpehocken Area School District uses the frameworks from Charlotte Danelson to provide consistent expectations and feedback to teachers about their instruction. Professional development in the area of lesson plans and instructional best practices are incorporated into the observation process.

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

At this point, the department coordinators do not play a role in providing feedback to the teachers in the department. Common planning meetings are utilized for the department coordinators to discuss best practices with the department, but they are not in a supervisory role.

### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
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

At the K-6 level, the RtII model is used to provide support to students based on need. Differentiation takes place in classrooms and flexible groups are utilized during interventions to meet the needs of the students.

#### **Elementary Education-Intermediate Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation

Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
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

At the K-6 level, the RtII model is used to provide support to students based on need. Differentiation takes place in classrooms and flexible groups are utilized during interventions to meet the needs of the students.

### Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
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.	Implemented in 50% or more of district classrooms

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

At the junior high level, classes are designed based on different levels including foundational levels, academic levels, and honors levels. Remediation is provided to students identified as struggling with PSSA and Keystone related content.

### High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
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.	Implemented in 50% or more of district classrooms

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

At the high school level, classes are designed based on different levels including foundational levels, academic levels, and honors levels. Remediation is provided to students identified as struggling with Keystone related content.

### ***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***

<b>Course Completion</b>	<b>SY 19/20</b>	<b>SY 20/21</b>	<b>SY 21/22</b>
Total Courses			
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	3.00	3.00	3.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00
Electives	11.00	11.00	11.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

### ***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*

- 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.

#### *Unchecked answers*

- Not Applicable. Our LEA does not offer High School courses.

### ***Local Assessments***

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

### ***Methods and Measures***

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Teacher-Designed Summative Assessments	X	X	X	X
Advanced Placement Assessments				X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
USATestPrep			X	X
Scholastic Reading Inventory	X	X	X	X

### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Teacher-Designed Formative Assessment	X	X	X	X

### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Classroom Diagnostic Tools		X	X	X

### *Validation of Implemented Assessments*

<b>Validation Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed at the building and district levels. During the curriculum review cycle, assessments are discussed and aligned to standards. Frequent team meetings and other cohort meetings are held where teachers review assessment practices and discuss mastery of content.

### *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.

Performance Plus online tool is used to store student assessment data. In this system, teachers have access to the data they need to make instructional decisions. This data is reviewed at data meetings to discuss student progress.

### *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.

At all levels of instruction, there are safety nets to help catch students who are not demonstrating mastery of content. At the elementary level, both buildings have an effective Response to Instruction and Intervention process in place. These interventions are provided to students who need assistance in reading and mathematics. At the junior-senior high, remediation is offered for students in reading as well as any Keystone courses that are required for graduation.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
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.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Professional development is provided for teachers on topics related to analyzing assessment data. Frequent team data meetings are held and led by administration or instructional coaches. Results of the assessments are analyzed and then used to plan for instruction.

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

NA

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	
Directing Public to the PDE & other 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 School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

Assessment results are presented to the Board of Directors. Links to the Pennsylvania Department of Education's website are posted on the District website.

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

The District website is the main form of communication within the District. Information is shared with the community through this medium.

## **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.

The Tulpehocken Area School District utilizes various methods to analyze data from state assessments. For all PSSA and Keystone exams, data is analyzed using eMetric and PVAAS. The progress of students is tracked both individually and as a group. Subgroup trends are analyzed for achievement and growth. Frequent data meetings are held to discuss student

progress and to develop a plan to provide support for struggling students. Each school is staffed with highly qualified teachers. Professional Education activities are provided on an annual basis to help teachers be successful in improving student achievement. Data driven instruction is the norm within the district. Each school monitors the assessment data for students. Goals are set for each school building with regards to student achievement and/or growth on the state assessments. Progress toward reaching those goals is monitored by faculty and administration. When necessary, professional development workshops are provided to provide staff with the resources needed to be successful. Both print and digital resources aligned to the Core Standards are provided for students to support the continued growth and achievement.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	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	X	X	X

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

Placement of School Resource Officers- The Tulpehocken Area School District has a police services agreement with Tulpehocken Township police department to provide policing services to the district. We also rely on Bethel police to service Bethel Elementary.

### *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 education services and programs are explained in student handbooks at the elementary and secondary level. Information on gifted services and programs is also

available on the district website.

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

**Screening Procedure:**

1. The Gifted Eligibility Team consists of the Counselor (Chair), Gifted Teacher, Coaches, and School Psychologist, and other RtII team members at the elementary buildings. They review benchmark assessments and progress report grades for the top 5% of students quarterly in grades 1-6 and the JSBS Counselors review progress report grades at the end of the first semester for grades 7-11.
2. A universal screener is administered to all second grade students during the PSSA window. This data is then reviewed by the Gifted Eligibility Team and shared with the professional staff and parents.
3. The Gifted Eligibility Team determines whether the screening data supports a Gifted evaluation at this time. In this way, a record of the process will be available.

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

**Evaluation Procedure:**

**\*Parental Referrals:**

Under 16.22(c), if a parent makes a verbal request to any professional employee or administrator, that individual shall contact the Special Education office to provide a copy of the Permission to Evaluate Form to the parents within 10 calendar days of the oral request. When a parent's written request for a Gifted Multidisciplinary Evaluation (GMDE) is received, the evaluation must be completed within 60 days from receipt of the signed Permission to Evaluate consent form from the parent. Note: Parents may request a GMDE once per school term.

**\*RtII or School-Based Referrals:**

If not a parental request, referral for formal evaluation by the school psychologist are made if the GATES [\[A1\]](#) is a standard score higher than 121 in one of the five areas and/or the GRS is a T score of 70 or higher in intellectual and/or academic categories. If these scores are not met, the child may still be referred for testing by the school psychologist if the Gifted Eligibility Team has other data from the screening process to support that the student receive a formal evaluation. Upon receipt to the referral form, the Office of Special Education will provide a copy of the Permission to Evaluate Consent Form to the parents.

1. The School Counselor requests copies of classwork from current teachers that represent the student's advanced grade level abilities. Examples may include photos of artwork or projects, writing samples, problem-solving activities, and/or recognitions for outstanding performance in an area.

2. The School Counselor requests parent input using the *Gifted Parent Input Form* and the *Gifted and Talented Rating Scale-Two (GATES[A2] -2)[A3]*.
3. The School Counselor requests teacher input using the *Gifted Teacher Input Form* and the *Gifted Rating Scale-Five (GRS-5)* if the student is ages 6:0-13.11 years or the *Gifted and Talented Rating Scale-Two (GATES[A4] -2)[A5]* if the student is 14 or older.
4. All screening data, input and scored rating scales are sent to the Office of Special Education.
5. The School Psychologist completes a Gifted Evaluation and issues a Gifted Written Report.
6. The School Psychologist shares the Gifted Written Report with the Gifted Eligibility Team and the parent(s) to review and then makes recommendations to the GIEP team if eligible.

**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.**

## **SECONDARY AND ELEMENTARY GIFTED SUPPORT PROGRAMS**

### **Secondary**

The secondary Gifted Support program utilizes a pull-out model called *Seminar* which helps students to develop thinking strategies such as problem solving, critical thinking skills, and creativity. It also provides opportunities for gifted students to collaborate with intellectually similar peers and to develop perseverance to solve complex cognitive tasks. Activities include curriculum extensions connected to the common core standards, strategy games, current event discussions, video conferences, college searches, and career planning. Additional programming options include curriculum acceleration, distance learning, advanced placement coursework, and independent study.

Gifted students also have the opportunity to participate in off-campus field experiences, such as World Affairs and Mock Trial.

Many students also participate in a variety of Reading and Harrisburg Area Community Colleges' and Penn State Berks for dual enrollment classes, which provide for both acceleration and academic challenge.

### **Elementary**

Activities in the Gifted Resource room include problem solving and math enrichment as well as extension activities such as Logic Elimination Number Grids, Perplexors, Tangrams, Algebra Brain Teasers, Exemplars, Noetic Learning, and STEM Activities. Gifted students also participate in the Math League Competitions, K'nex competition, completing collaborative projects, computer projects, interdisciplinary units of study, research and independent projects, and field trips designed to increase the depth of knowledge within units of study. Gifted students are offered extension activities through local businesses and groups, and visiting authors, artists, and professionals as well as community service opportunities. Students in second grade are administered the NNAT3 by Pearson as a gifted screener. Tulpehocken's Elementary Gifted Support Program is based on the premise that a child with a gifted IQ does not need to be challenged for only a few hours a week, but needs enrichment and acceleration within the regular classroom on a consistent daily basis as well. This is facilitated through consultation between the regular education teacher and Gifted support teacher.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

*This narrative is empty.*

### *Diagnostic, Intervention and Referral Services*



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

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### ***Consultation and Coordination Services***

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

Explanation of consultation and coordination services:

*This narrative is empty.*

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				X
Directing Public to the PDE & Test-related Websites		X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
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				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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**

- Yearly

#### **Elementary Education - Intermediate Level**

- Yearly

#### **Middle Level**

- Yearly

#### **High School Level**

- Yearly

### *Collaboration for Interventions*

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

Collaboration time is provided for classroom teachers and interventionists to discuss student progress. Frequent data meetings are utilized to discuss individual student progress and to determine, as a team, the best intervention placement for each student in need. Interventions are also provided for students performing at the advanced and proficient levels to ensure that PVAAS growth continues.. Continued collaboration time is available for teachers to monitor student progress and discuss curriculum alignment with PSSA and Keystone assessments. Classroom Diagnostic Tools, and other assessments are used to monitor progress of students and to provide data to help make decisions about student intervention.

### *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 is provided by a local daycare within one of the elementary schools in the district. An extensive transition program is provided for students in early intervention programs as they transition into the school district. Students entering the district as Kindergarten students are provided with an orientation that includes a tour of the building and a pre-assessment. Incoming kindergarten parents are invited to attend Kindergarten Readiness night to help prepare students for kindergarten. All kindergarten students are invited to attend a Kindergarten Jumpstart program prior to the first day of school. As a part of the RtII program at the elementary schools, students are provided reading and math interventions outside of core instruction. Tutoring is provided for students in core subjects at the Junior/Senior High School on a voluntary after school basis. In addition, tutoring is provided during remediation and math lab periods during the regular school day.

### *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.

Notices of kindergarten registration are posted on the District web-site and printed in the District newsletter which is distributed to all homes in the District. School-age students are screened at the Kindergarten registration process. The assessments include cognitive, motor skills, and speech and language screenings. Parents are provided with a copy of the screening results so they can further assist their child in any area of need until the start of school. The school nurse reviews the school health history of the child and checks the immunization records. Translators are available for parents who speak a language other than English. Building administrators and guidance counselors answer questions about the school experience. Multiple departments are represented at Kindergarten registration for parents to easily access information and ask related questions. These departments include: Reading, Math, Transportation, Food Services, Special Education, and English as a Second Language. Prior to the first day of school, parents and new Kindergarten students are invited to meet with their teachers. They ride the school bus and are instructed on bus safety.

The Tulpehocken School District coordinates services for students, in the district, who are eligible for the Early Intervention program with the Berks County Intermediate Unit. Individual conferences to discuss student needs are held prior to entry into the public school. Reevaluation Reports and Individualized Education Plans are developed for students in collaboration with Berks County Intermediate Unit staff in order to ensure successful transition to our school age programs. The District also works with several pre-schools that service students living in the District to identify those students who are in need of Early Intervention services and/or possibly support and services when then enter Kindergarten.

In addition, the district offers multiple evening events specifically designed for families with school age and pre-school age children, such as family fun nights and a Parent Resource Fair. The district encourages parents and children to attend these events to assist in the transition to school.

## 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	Developing
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	Developing

Provide explanation for processes used to ensure Accomplishment.

Tulpehocken Area School District is always striving for improvement. A Curriculum Task Force meets annually to discuss curriculum alignment to PA Core and PA Academic Standards. Departments rotate through the curriculum cycle every five years and have opportunities to review the written curriculum and select resources that are aligned to the standards. At the primary level, quarterly data meetings ensure that a focus on standards is maintained by all teachers. Both elementary buildings are approved as RtII schools and provide ongoing reviews of curriculum, resources, and assessments. Cross-grade level meetings assist with the transition from primary to intermediate grades. Differentiation is an important goal for Tulpehocken. Ongoing professional development is provided for instructional staff on how to differentiate instruction, assessment, and behavioral expectations for ALL students. Through the active RtII process, flexible grouping allows for students to have their needs met in many different instructional, research-based interventions. Quarterly reviews ensure that all students are accurately placed in interventions for remediation and enrichment purposes.

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**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
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	Developing

Provide explanation for processes used to ensure Accomplishment.

Tulpehocken Area School District is always striving for improvement. A Curriculum Task Force meets annually to discuss curriculum alignment to PA Core and PA Academic Standards. Departments rotate through the curriculum cycle every five years and have opportunities to review the written curriculum and select resources that are aligned to the standards. At the intermediate level, quarterly data meetings ensure that a focus on standards is maintained by all teachers. Both elementary buildings are approved as RtII

schools and provide ongoing reviews of curriculum, resources, and assessments. Cross-grade level meetings assist with the transition from primary to intermediate grades and again from intermediate to the junior high grades.

Differentiation is an important goal for Tulpehocken. Ongoing professional development is provided for instructional staff on how to differentiate instruction, assessment, and behavioral expectations for ALL students. Through the active RtII process, flexible grouping allows for students to have their needs met in many different instructional, research-based interventions. Quarterly reviews ensure that all students are accurately placed in interventions for remediation and enrichment purposes.

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

*This narrative is empty.*

### **Middle Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
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	Developing

Provide explanation for processes used to ensure Accomplishment.

Tulpehocken Area School District is always striving for improvement. A Curriculum Task Force meets annually to discuss curriculum alignment to PA Core and PA Academic Standards. Departments rotate through the curriculum cycle every five years and have opportunities to review the written curriculum and select resources that are aligned to the standards. At the middle level, the junior high grade levels operate as grade level teams. Team meetings are used to discuss curriculum, assessment, student growth, student achievement, and student mental health topics.

Differentiation is an important goal for Tulpehocken. Ongoing professional development is provided for instructional staff on how to differentiate instruction, assessment, and behavioral expectations for ALL students. Additional academic, behavioral, and study skill support is provided to students who are found to have needs during team discussions.

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**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level	Developing

and demonstrates relationships among fundamental concepts and skills	
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	Developing

Provide explanation for processes used to ensure Accomplishment.

Tulpehocken Area School District is always striving for improvement. A Curriculum Task Force meets annually to discuss curriculum alignment to PA Core and PA Academic Standards. Departments rotate through the curriculum cycle every five years and have opportunities to review the written curriculum and select resources that are aligned to the standards. Rigorous graduation requirements are maintained for the students in Grades 9-12. The course sequences are reviewed during the Task Force meetings and revisions are made to meet the growing needs of our student population and society. Advanced Placement and dual enrollment courses are offered for students to be able to earn college credit while attending high school.

Differentiation is an important goal for Tulpehocken. Ongoing professional development is provided for instructional staff on how to differentiate instruction, assessment, and behavioral expectations for ALL students. Various levels of courses are offered to help differentiate instruction in the senior high. After school homework help is offered in core subjects. Remediation is provided for all students who are not proficient on Keystone exams in Literature, Algebra and Biology.

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**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in



	50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms

Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district

	classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in

	50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Full Implementation
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

Each year the Professional Development Committee conducts a Professional Development Needs Assessment in the Spring. The results are used to develop the professional development activities for the following year. Professional development is prioritized based on needs and differentiated for different grade levels and subject areas. In addition, new initiatives from the Pennsylvania Department of Education are considered high priority needs for professional development goals.

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

All strategies are included, but parental involvement for middle level and secondary level teachers remains a weakest emphasis. Communication with parents is always an area in which we can improve.

### ***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:
10/14/2013 3 hour training
10/6/2016 1 hour training
The LEA plans to conduct the required training on approximately:
6/7/2018 3 hour 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:
3/7/2016
3/13/2017
3/12/2018
The LEA plans to conduct the training on approximately:
3/11/2019

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
Not Applicable for our school entity

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

*None.*

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

The Tulpehocken Professional Development Committee conducts a yearly needs assessment each Spring. The results of the needs assessment are used to create the Professional Development Plan for the following school year. In addition to the needs assessment the administrative team analyzes teacher observation data and student assessment scores to plan professional development activities. Professional development is conducted by Tulpehocken administration, professional staff, the Berks County Intermediate Unit (BCIU) and other outside agencies when appropriate. Professional and support staff also participate in professional development at the Berks County Intermediate Unit. Professional development is monitored for effectiveness through walkthroughs, observations, and changes in teaching and learning.

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

All strategies are implemented at TASD to ensure fidelity of Professional Development.

### *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.

An Induction Program is provided for all new teachers to the Tulpehocken Area School District. New teachers participate in two full days of training in August and attend monthly meetings with building principals and/or Assistant to the Superintendent. The topics above are listed on the agendas for the August and monthly meetings.

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

All strategies are addressed during teacher induction.

### *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.
- Knowledge of successful research-based instructional models.

#### *Unchecked answers*

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

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

TASD conducts ongoing evaluation and assessment of new teacher needs. TASD administration relies on self-evaluation, survey completion, walkthrough observations, and formal observations to gather feedback on teacher strengths and needs. Ongoing conversations between new teachers and their mentors provide opportunities for informal feedback from peers. For subjects assessed by PSSA or Keystone Exams, ongoing benchmark and diagnostic assessments are used to provide feedback about the progress of the teacher. Lesson plans are reviewed during induction meetings and evaluated during observations.

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

Teachers with Instructional I certificates must complete a portfolio that will be reviewed before applying for an Instructional II certificate. The portfolio is almost always completed after the induction program has been completed by the teacher. Rarely is information available from previous induction programs, because TASD requires only one year of induction for new teachers. Ongoing support is provided for all teachers, but especially those who are working toward an Instructional II certification.

### ***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.
- Mentors must have excellent interpersonal skills.
- Mentors must have enthusiasm and a positive attitude.
- Mentors must have demonstrated a love of life-long learning and desire to continue to improve instruction

*Unchecked answers*

*None.*

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

Individual mentors will be selected and assigned by the building principal and approved by the school board.

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

All of the characteristics are included in the selection process.

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

If necessary, provide further explanation.

The induction program consists of two full days of instruction in August and then monthly meetings with the building principal/Assistant to the Superintendent and mentor throughout the year.

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

The induction program will be evaluated on a cycle in accordance with the Teacher Induction Report that is included in the district's Comprehensive Plan submitted to the Pennsylvania Department of Education. An evaluation of this program was completed in 2017 and changes to the Induction Plan were made in 2018. The evaluation results and changes to the Induction Plan were presented to the Professional Education Committee for feedback. Annual evaluation and monitoring will be done by the Assistant to the Superintendent who will compile all of the induction program evaluation forms completed by the mentor and inductee. These forms evaluate the induction program. As required by PDE, the Comprehensive Planning Committee will meet to review the Induction Plan in accordance with Comprehensive Planning requirements. Monitoring of the inductee and mentor will be done by the building administration.

### *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: **320**

### *Identification Method*

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

The Tulpehocken Area School District was approved by the Bureau of Special Education to use Response to Instruction and Intervention (RtII) for eligibility determination of Specific Learning Disabilities in Reading. Specifically, Bethel Elementary and Penn Bernville Elementary Schools, grades kindergarten through sixth grade, have received full approval. Initial approval was granted on August 29, 2011. Our program was re-approved in 2017. When a student is referred for an evaluation, the School Psychologist reviews all of the submitted data and makes a determination as to which assessments should be used. Some examples of the assessments used by the School Psychologist are: *WISC-IV*, *STANFORD-BINET:5*, *WRIT*, *RIAS2*, *WNV*, *WIAT-III*, *KTEA-III*, *NEAT*, *OWLS2*, *WASI-III*, *ABAS-III*, *DTKR-II*, *ADOS-2* and *WRAML-2*. Rating scales that assess for attention difficulties, executive functioning, behavioral difficulties, and autism are also used. The most current version of each assessment is utilized.

Once the *Permission to Evaluate* is received from the parent, the school psychologist will request input from the regular education staff working with the child, the observation provided by the school counselor, parent/teacher rating scales and access through our data base the student's attendance records, PSSA data, report cards, discipline records, Performance Pathways data, DIBELS. Input from the parents in the form of a district created parent questionnaire that is sent to the parents with the *Permission to Evaluate* will be reviewed by the School Psychologist and included in the evaluation report also.

**Our procedure is as follows:**

- 1. Once per 6-day cycle, the RtII core team consisting of Principal, Reading Coach, Math Coach, Psychologist, School Counselor, and Director of Special Education and Gifted Support Teacher if requested meet to review students' progress. The team reviews all students of concern in Tier three who are not making progress to determine a change in programming, frequency, intensity or referral for a Special Education evaluation.**
- 2. If the core team determines that a student is making inadequate progress on Tier I, the parent is notified that the student will be moved to Tier II interventions. Parental communication continues and includes the following:**
  - Request parent participation as soon as Tiered interventions begin (example: Sign logs).
  - Parents receive quarterly detailed reports of student progress.
  - Parents are made aware of their right to request a Special Education Evaluation at any time.
- 3. A student is referred for a Special Education evaluation if all of the following criteria occur:**

- Academic performance of a student is significantly inadequate (below grade level).
- Over 2 ten-week periods of Tier III interventions, the student's rate of improvement was inadequate to demonstrate that the student would be able to reach the grade level benchmark of proficiency.

#### **4. Begin referral paperwork:**

- Counselor completes the Referral Checklist in anticipation of an evaluation and submits it to the Special Education Administrative Assistant immediately.
- Upon receipt of demographic information, Special Education Administrative Assistant will send *Permission to Evaluate*, *Procedural Safeguards Notice* and *Parent Input* forms. The *Permission to Evaluate* will list the type(s) of formal testing that will be used in the Special Education evaluation.
- After receipt of the parental permission, the evaluation must be completed within 60 days, excluding summer days.

#### **5. Eligibility determination:**

- Regulations require the following information be included in the Evaluation Report:
  - o Documentation of the school's efforts to provide the student with scientifically-based instruction in the essential reading components.
  - o Observations that document the student's responsiveness to classroom instructional procedures.
  - o Early interventions within RtII tiers with documentation of academic skills and classroom behavior linked to research-based interventions.
- As a part of the Special Education Evaluation, the federal IDEA regulations continue to require that the school district's Psychologist or Counselor perform an observation of the student in the regular education classroom to be included in the student's evaluation report.

#### **6. Multi-Disciplinary Team meeting:**

- Parents are notified of the results of the evaluation through a phone call from the School Psychologist and the option of a Multi-Disciplinary Team meeting is offered to the parent, rather than a combined Evaluation/IEP meeting.
- Within 60 calendar days of receipt of *Permission To Evaluate*, the Evaluation Report is reviewed with the parents and, if a school referral, the RtII team. The option for a

meeting with the entire Multi-Disciplinary Team is offered to the parents to review the Evaluation Report in more depth. (This team includes everyone who provided input, school and the parents of the student.) Many parents request to combine this meeting with the IEP meeting.

- o The Multi-Disciplinary Team uses research-based norms and District benchmark assessments which are based on grade level state standards to determine the magnitude of a student's deficit in academic skills.

- o The team uses student progress data to compare the referred student's rate of improvement (slope of progress) to the goal line needed to close the achievement gap in the academic skill deficit.

- o During multiple tiers of intervention, the student's rate of improvement (slope of progress) is and has been significantly inadequate in relation to benchmark expectations.

- o If the rate of improvement is not enough to demonstrate adequate progress towards the grade level academic expectations of Tier I instruction, as shown by a slope of progress, then the student meets the eligibility requirements for having a Specific Learning Disability in Reading.

- **Ruling out Exclusionary Factors:**

- o The team considers other factors (visual impairment, hearing impairment, orthopedic disability, intellectual disability, emotional disturbance, environmental or economic disadvantage, cultural factors and/or limited english proficiency) that may explain the student's difficulties in completing the comprehensive evaluation testing.

- o The Evaluation Report needs to provide evidence that these factors were eliminated from consideration or a more extensive evaluation needs to be performed.

- o If any of the above factors are found to be the primary cause of academic difficulties, this will exclude the student from consideration for Specific Learning Disability.

## **7. RTII Rate of Acquisition Model for identifying Specific Learning Disabilities.**

- RtII progress monitoring data is used during the Multi-Disciplinary Team meetings as a part of the evaluation for the determination of student eligibility with a Specific Learning Disability in Reading. Strategies used by all teachers who work with the student are documented, along with any modifications and differentiation in instruction that is implemented.

- The evidence for all of the following is used in the Evaluation Report when identifying students with Specific Learning Disabilities in Reading in grades K-6.

- o Researched-based Tier III interventions occurred.

- o Academic performance was significantly below grade level.

- o Over 2 ten-week periods, the student's rate of improvement was inadequate to

reach the benchmark of proficiency needed on Tier III to show adequate progress.

It also should be noted that our number of identified students continues to decrease the longer that RtII is implemented in our district. Not only is the identification rate reducing, but our referral rate has also decreased.

**8. The discrepancy model will continue to be used at the Tulpehocken Junior/Senior High School and at the elementary level for Specific Learning Disabilities in Math and other academic areas. The District follows the same procedures as listed above to proceed with a referral.**

### *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>

The data represents that there is no disproportionality in the representation of race/ethnicity groups represented in special education. Our identification of students with disabilities by race or ethnicity was 4.3% African American, 11.6% Hispanic, and 82.1% white which align with State Performance Plan targets as reported in the 2016-2017 Special Education Data Report posted on June 2016. Students with disabilities are comparable to non-disabled students with regards to race/ethnicity in Tulpehocken. The Tulpehocken School District students with disabilities are 1.7% higher for African American, 0.1% higher for Hispanic, and 1.4% lower for white ethnicity as compared to the state Special Education Child Count data. These discrepancies are minor within our small student population. Other LEA categories included 1.3% Asian and 1.5% Multiracial groups with no measurable percent of students identified in Special Education.

Tulpehocken makes efforts to prevent inappropriate identification of students by race/ethnicity receiving special education by considering language differences such as English as a Second Language and cultural language differences. Tulpehocken does contract a Psychologist from BCIU to assess students who require an evaluation in their native language if not English. If in the future, if a critical issue is evidenced in the Tulpehocken SD data to indicate that there is inappropriate identification, the District will develop a procedure to address that specific problem.

### *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?

Tulpehocken School District does not have any facilities that fall under Section 1306 of the Pennsylvania School Code within our District's boundaries. If Tulpehocken SD did host a 1306 facility, we would be required to allow a nonresident student to attend the facility in the Tulpehocken SD until the student receives a diploma or completes the school term in which they turn 21. We also would be 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" for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. We would meet these obligations to provide the student with an appropriate education through a continuum of services that are aligned with the Common Core state standards, as well as the student's IEP goals and transition plans.

### *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).

This Local Education Agency (LEA) is not a host district for any correctional facilities.

In this LEA, we implement a procedure that when any professional or support staff member is notified that a Tulpehocken SD student is incarcerated, the information is automatically given to the building administrator who cross-references it with the District's database to determine if the student has an active IEP. If the student is an identified student with a disability, the request for records is forwarded to the Special Education office, at which time, the legal facility is contacted and the student's most current Evaluation Report and IEP is released so that FAPE can be provided within the facility. If a Special Education student does become incarcerated, the District has an agreement with the local Intermediate Unit to provide educational and related services as described in the student's IEP within the facility by highly qualified, certified teaching staff. The Intermediate Unit also works with the District to complete progress reports, annual IEP's and any re-evaluations of students while incarcerated.

If a student is in a correctional facility, the serving Intermediate Unit will conduct all necessary screenings and if warranted, subsequent evaluations, following Chapter 14 regulations. The Intermediate Unit conducts Child Find outreach to the correctional facilities just as it does to all private and public school entities within the county.

### ***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.

### **Least Restrictive Environment:**

94.1% of our Special Education students are receiving their education in their home school building. All of these students are included in the regular education setting for the greatest extent possible to assure an appropriate education. Our Special Education teachers collaborate with the regular education teachers on a daily basis during their team planning period to accommodate and modify curriculum for their students. Our District offers a full continuum of services and programs. We offer full-time, supplemental and itinerant Special Education Services based on the needs of each individual student. Because of the resources available to our Special Education students, we have 71.3% of our students receiving Itinerant services as compared to the state average of 62.4%. We have 8.5% receiving supplemental services as compared to the state average of 9.0%. Some students require a one on one paraeducator to facilitate academic, social, emotional, and/or physical needs throughout the school day. Other students may require a paraeducator for specific subjects, or particular times within the school day. Our goal is to provide all resources in order to help our students become successful and confident in their school environment. Outside resources are only utilized when all resources within the home school settings are not successful for those students. The LEA group of Special Education students in other settings was too small for PDE to report during 2016-2017. The students in other settings are monitored frequently by the LEA through IEP meetings and frequent communication.

with the alternative placements to discuss FAPE and placement back into the least restrictive environment. When services identified in the IEP of the child cannot be adequately delivered in the school the child would attend if not disabled, the District places the child in a public school or alternative setting that is as close to home as possible. Our TROJANS Program (The Resource Opportunity for Juvenile Adolescents Needing ) is a program that provides a transition placement from out-of-district placements back into the regular JSHS setting. The program has an emotional support teacher and a paraprofessional supporting the students as they rotate into core classes instructed by content area teachers. TROJAN students are also supported by our school social worker through individual counseling as needed and daily group social skills instruction. Also, other services such as the SAP team, our Social Worker, and other agencies such as MH/ID participate in IEP meetings to provide a multitude of services within the home school setting.

Students are provided Special Education services in their home school building with their same age peers whenever possible. Due to the fact that we are a small district, with only 2 elementary schools, our Elementary Life Skills Support class is housed at Penn-Bernville Elementary and our Elementary Autistic support classroom is housed at Bethel Elementary. For the 2016-2017 school year, Tulpehocken added a second Elementary Autistic Support class that is also housed at Bethel Elementary. Because of having one location for the Life Skills Support and Autistic Support programs, students may be assigned outside of their neighborhood school building to access the appropriate program. Life Skills Support, Autistic Support, and Emotional Support services are all offered at the JSHS in grades seven through twelve.

For students educated outside the general education classroom for more than 80% of the day, the IEP team determined that those students could not receive a meaningful educational benefit from increased time in the general classroom. These students are significantly impaired and require so much intensity, repetition, and feedback using direct instruction techniques that it is inappropriate to educate them with non disabled peers as they would not be able to make meaningful progress towards their goals and objectives. Tulpehocken's number of students educated for more than 80% of their day and outside of the district in full time placements is not measurable compared to the state average of 4.9%.

The Read 180 and System 44 reading programs have been implemented at all buildings to instruct learning support and regular education students who are not making adequate yearly progress in learning how to read in the core reading program used in grades 3 through 9. Many students who may have previously received reading instruction in learning support are now participating in the general education setting through the addition of these programs. Read 180 and System 44 offer an instructional alternative that allows students to receive a general education reading curriculum, while still receiving specific interventions to address any needs prior to being referred for special education services and/or after being identified as well.

The Director of Special Education and Special Education case managers meet quarterly to review Progress Monitoring data on IEP goals. This has enabled our staff to make

judgments about LRE based on specific data analysis and needed program changes to make adequate progress. We include general education staff and administrators in scheduling/program decisions to ensure that we are providing appropriate environments where all students can learn. When student's data indicates that they may be at a readiness point to transition to regular education classes, an IEP team meeting is convened to recommend this. When a student's level of educational performance and goals and objectives reflect that they will benefit from opportunities for interaction with typical peers, immediate consideration is given to the situation. Our District works collaboratively with regular education staff and administrators to ensure successful transition. Quarterly progress notes are generated and reviewed to determine students are making adequate progress in the general education and Special Education environments.

Each student in the TASD being evaluated for Special Education receives a comprehensive evaluation. The IEP team, including the parents, use the results of that evaluation to develop an IEP. If the IEP team determines that a related service is necessary in order for the student to benefit from Special Education, it is included in the IEP. Tulpehocken staff are aware of the related services that include speech and language services, audiological services, psychological services, counseling services, social work services, school health and medical services, OT, PT, orientation and mobility, and vision therapy.

Learning support, life skills support, emotional support, autistic support, physical support, multiple disability support, hearing support, vision support, and speech and language support are provided in inclusive settings, small group settings, and individual settings. If a student placed within or outside of the District needs any of the types of support, they are provided within the neighborhood school by our contracted providers, or by the out of district placement.

### **An Integrated School Culture:**

Many programs have been put in place and have been instrumental in developing a culture of respect, rapport, and collaboration among all staff and students; disabled or non-disabled. Our elementary schools are "*No Place for Hate*" schools. This designation is provided by the Anti-Defamation League and is a motto that we use daily to remind our students that we will not tolerate hateful behavior toward others in our building. Class meetings and restorative circles are used within the classroom to promote healthy relationships among students in the class. Penn-Bernville Elementary and Bethel Elementary have implemented a School-wide Positive Behavior Support Program called "TULPY Pride." Students earn tickets for rewards for following five school-wide rules. These tickets can then be spent at a school store. All students are expected to follow the rules and are rewarded for doing so.

Activities take place throughout the school year to keep student morale high. During Red Ribbon Week, students dress according to a different theme each day to show that they are dedicated to being drug free. The chorus and band perform at various times throughout the school year. Many high school students are involved in peer tutoring in the elementary buildings. Students participate in activities which range from "Bethel's Beach Bash" to the

Relay for Life fundraiser.

Exceptional students are involved in all aspects of school life, including physical education, sports, music, drama, outdoor education, co-operative education, and community involvement. A collaborative teaching model in an inclusive setting has been adopted, with the regular and Special Education teachers working together, and the exceptional students remaining in the regular classroom as much as possible. All staff and administrators are aware of the provision that students with disabilities, to the maximum extent possible, are educated with children who are nondisabled.

As part of our induction program, staff and administrators receive training on utilizing the LRE Decision Flow Chart published on the PDE website. The IEP team starts with the understanding that every student with a disability can access and fully participate in the general education curriculum.

Our District's implementation of Response to Intervention to identify Reading disabilities and our adoption of an evidence-based core curriculum assists us in more accurately identifying students with learning disabilities. Following an evaluation, re-evaluation, and/or review of existing data, the IEP team develops present levels of educational performance, goals and objectives, and specially designed instruction to enable the student to make meaningful progress in the general education curriculum as much as possible and appropriate for each individual student. Adaptations, modifications, related services, supplemental aids and services are utilized to the greatest extent possible to enable students' educational needs to be met in the least restrictive environment.

IDEA requires each IEP team, when determining placement, to consider the student's opportunities to be educated with same age; typical peers and, whenever possible, this occurs. Exceptional students receive their instruction in a regular class and are withdrawn for individual and/or small group direct instruction or support in a resource room when necessary. The Special Education teachers assist the subject teacher to ensure that appropriate modifications are in place. Each Special Education teacher has a caseload of students who have been identified as exceptional, and monitors their progress through continual communication with their subject teachers, the students and parents. A climate of open communication has been developed with parents through phone calls, agenda books, behavior books, hand-written notes, emails, and postings on the district website. Department Chairs, meetings with subject teachers, a school-based support team, peer tutoring, pre-work experience in school, and web-based opportunities to check homework and grades have helped facilitate Tulpehocken's inclusive model.

Staff receives ongoing training in developing IEPs to ensure that individual student needs are addressed through proper goals, SDIs, and related services. This training enables Special Education case managers to guide the IEP teams, including the parents, in making informed decisions about appropriate placement and Special Education support and services in the least restrictive environment. Our ongoing participation in progress monitoring enables us to continuously evaluate student performance based on evidence and the data helps to drive our decision making with regards to instruction and placement. The following disability groups tend to have higher numbers of children who receive replacement instruction or placement in special classes and settings, or both 1) children

with severe intellectual disability; 2) children with severe autism; 3) children with severe multiple disabilities; 4) children with emotional disturbances that are seriously affected by the social, emotional, and environmental stimuli common to regular school environments. If it is necessary for a student to be placed in a more restrictive environment, communication with the off-campus placement is ongoing and collaborative to ensure the student is making meaningful progress and to transition the student back to the home district when it is appropriate. When appropriate, IEP team meetings, including the parents and the student, address these decisions and they become a part of the IEP.

Efforts are constantly made, based on the systematic review of data, to have the student return to the home district as soon as it is possible. Placement decisions for every student with a disability begins with the presumptions outlined in the above responses, and every decision to provide replacement instruction or to be placed in a setting other than a regular classroom is made on the individual needs of each student, resulting educational needs, and the potential for disruption to the regular classroom.

In our district, all nonacademic and extracurricular activities are open to students with disabilities, and supplemental aides and services are provided to facilitate participation. Adaptations and modifications are made to such activities to facilitate participation, except, in the case of extracurricular activities, when such adaptations or modifications alter the fundamental nature of the activity (i.e. when a modification would require exemption from or alteration of an essential rule of interscholastic competition as defined by the PIAA).

### *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.

	TASD SCHOOL BOARD POLICY
	113.2. BEHAVIOR SUPPORT POLICY      ADOPTED 9/4/2012
1. Purpose Title 22 Sec.14.133, 14.145 20 U.S.C. Sec. 1414(d) 34CFR Sec.300.114 300.324(a)	Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.
2. Authority	The Board directs that the district's behavior support programs shall be based on

<p>Title 22 Sec. 14.133 20 U.S.C. Sec. 1414(d),1415(k) 34 CFR Sec.300.34(c) 300.324(a), 300.53(d), (f) Pol. 113, 113.1, 113.3</p>	<p>positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.</p>
<p>3. Definitions Title 22 Sec. 14.133</p>	<p>The following terms shall have these meanings, unless the context clearly indicates otherwise.</p>
	<p><b>Aversive techniques</b> - deliberate activities designed to establish a negative association with a specific behavior.</p>
	<p><b>Behavior support</b> - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.</p>
	<p><b>Behavior Support Plan or Behavior Intervention Plan</b> - plan for students with disabilities 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 behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.</p>
	<p><b>Positive techniques</b> - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.</p>
	<p><b>Restraints</b> - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:</p> <ul style="list-style-type: none"> <li>Briefly holding a student, without force, to calm or comfort him/her.</li> <li>Guiding a student to an appropriate activity.</li> <li>Holding a student's hand to escort him/her safely from one area to another.</li> <li>Hand-over-hand assistance with feeding or task completion.</li> </ul>

	<p>Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.</p> <p>Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.</p>
Pol. 113	<p><b>Seclusion</b></p> <ul style="list-style-type: none"> <li>- confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.</li> </ul> <p><b>Students with disabilities</b></p> <ul style="list-style-type: none"> <li>- school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.</li> </ul>
4. Delegation of Responsibility	<p>The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.</p> <p>The Superintendent or designee shall develop administrative regulations to implement this policy.</p>
Title 22 Sec. 14.133	<p>The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.</p>
Title 22 Sec. 14.133	<p>The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.</p>
5. Guidelines Title 22 Sec. 14.133 34 CFR Sec. 300.324(a)	<p>Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.</p>
	<p>When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.</p>
	<p><u>Physical Restraints</u></p>
Title 22 Sec. 14.133	<p>Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.</p>
Title 22	<p>The Director of Special Education or designee shall notify the parent/guardian as</p>



Sec. 14.133	<p>soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.</p> <p>Whenever the use of restraint to control acute or episodic aggressive or self-injurious behavior can be reasonably anticipated for a particular student, the District shall make every effort to obtain prior parent consent for such use. Inclusion of such restraints in the IEP of the student, when the parents have received appropriate prior written notice of that IEP, shall constitute sufficient evidence of parent consent for purposes of this policy. In the event that the need to use restraint cannot be reasonably anticipated for a particular student, or the parents refuse to provide consent therefor, appropriately trained staff may use such restraint when the student is acting in a manner that constitutes a clear and present danger to himself, to other students, or the employees.</p>
Title 22 Sec. 14.133	<p>The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:</p> <p style="padding-left: 40px;">The restraint is used with specific component elements of a positive Behavior Support Plan.</p> <p style="padding-left: 40px;">The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.</p> <p style="padding-left: 40px;">Staff are authorized to use the restraint and have received appropriate training.</p> <p style="padding-left: 40px;">Behavior Support Plan includes efforts to eliminate the use of restraints.</p>
	<u>Mechanical Restraints</u>
Title 22 Sec. 14.133	<p>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/guardians.</p> <p>Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.</p>
	<u>Seclusion</u>

	The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.
Title 22 Sec. 14.133	The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.
	<u>Aversive Techniques</u>
Title 22 Sec. 14.133	The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:
	1. Corporal punishment.
	2. Punishment for a manifestation of a student's disability.
	3. Locked rooms, locked boxes, other locked 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.
Title 22 Sec. 14.143	6. Suspensions constituting a pattern as defined in state regulations.
	7. Treatment of a demeaning nature.
	8. Electric shock.
	9. Methods implemented by untrained personnel.
	10. Prone restraints, which are restraints by which a student is held face down on the floor.
	<u>Referral To Law Enforcement</u>
Title 22 Sec. 14.133	Subsequent to a referral to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.
Title 22 Sec. 14.133	If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.
	References:
	State Board of Education Regulations – 22 PA Code Sec. 14.133, 14.143, 14.145  Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.  Individuals With Disabilities Education, Title 34, Code of Federal Regulations – 34 CFR Part 300  Pennsylvania Training and Technical Assistance Network, Questions and Answers on the Restraint Reporting Requirements and System,

	June 2009 – <a href="http://www.pattan.net">www.pattan.net</a> Board Policy – 000, 113, 113.1, 113.3
	<b>PSBA Revision 9/09</b>

Policy number 113.2 Behavior Management clearly sets forth the belief that the district will develop appropriate intervention plans. The plans should reflect positive rather than negative measures and should be as least restrictive as possible. There are 3 levels of intervention including classroom programming and management, IEP behavior plans, and emergency interventions. There are also prohibited procedures identified. Some examples are corporal punishment, noxious stimuli, locked locations that students can't readily exit, deprivation of basic human rights and serial suspensions. The policy also addresses how and when restraint may be used.

#### **School, Family, and Community Partnerships:**

The Special Education Director organizes a parent workshops annually that are open to the public. The presenters at the Parent workshops provide information on Transition to school age services, Transition to Adult Living, Health Services, Community Resources, Family Supports, and other various community organizations and activities. The Special Education department also maintains an updated web page on the District website; [www.tulpehocken.org](http://www.tulpehocken.org) The web page contains links to useful information and other Special Education sites that offer support, information on current trainings and supports throughout the county, and links to PDE and PaTTAN. Our Special Education teachers and Transition Coordinator provide families information on OVR (Office of Vocational Rehabilitation), SAM (Service Access Management), transition services, and work study programs. The Director of Special Education facilitates annual parent trainings on topics such as "Transition from High School to College and Career." Finally, the Special Education teachers provide communication to parents via emails, behavior logs, telephone and communication logs. Student agendas are used on a daily basis with students through eighth grade. Special Education students gradually increase their responsibility in maintaining their own agendas as they move through high school.

#### **Student Focus and Support:**

Tulpehocken is privileged to have several full time staff that work with students on a regular basis. These positions include School Counselors, a district-wide Social Worker, School Nurses, and English as a Second Language Teachers. The School Counselors conduct small group counseling sessions, as well as classroom instruction for each grade level. The district-wide Social Worker coordinates services for parents and has strong connections with outside support agencies to assist students in need. The Student Assistance Program has been in operation for many years. It was one of the first elementary student assistance programs in Berks County.

The School Nurse provides information to the staff and students on personal hygiene, puberty, and any other health concerns. The English as a Second Language Teachers are increasing the amount of time they spend in the regular education classrooms. Through sixth grade, the RTII Model allows for a 120 minute block of uninterrupted Reading/Language Arts and 90 minute block of Math instruction and also provides the students with 30 minutes of intervention time for math and reading each. Our paraprofessionals are highly qualified and trained by the Berks County Intermediate Unit's Paraprofessional Academy. They maintain their Highly Qualified status by completing twenty hours of professional development annually. They assist students in reading, math, life skills, learning support, emotional support, autistic support, and English as a Second Language. Berks County Intermediate Unit provides behavioral support services through teacher consultation, classroom observations and coaching, and facilitation of Functional Behavioral Assessments.

### **Safety Care Overview:**

#### **Prevent behavioral crises:**

Far more than a "restraint training" or "crisis management" course, *Safety-Care Training* provides all Administrators, Special Education teachers, and paraprofessionals with the skills they need to confidently, safely, humanely, and respectfully enhance the lives of children, adolescents, or adults who sometimes exhibit violent or otherwise challenging behaviors. The result can be a dramatic improvement in safety, fewer injuries, fewer worker's compensation claims, and decreased liability. In addition to annual re-certification in Safety Care, monthly refreshers in deescalation strategies and restraint procedures are provided for all certified staff.

#### **Intervene without restraint:**

Staff learn to intervene professionally and therapeutically, using a safe, straightforward, effective approach designed to prevent or reverse escalation and avoid restraint. Safety-Care de-escalation skills work with those who can communicate verbally—and those who can't. Because it is based on an [Applied Behavior Analysis \(ABA\)](#) model, Safety-Care avoids reinforcement of crisis behaviors—because it isn't helpful to get through a crisis today in a way that makes another crisis more likely tomorrow. Safety-Care is the right choice for restraint prevention and elimination.

#### **Effective procedures that are safe for everyone:**

In our organization, staff must be prepared—as a last resort—to initiate emergency physical interventions. Staff learn to manage aggression and other dangerous behaviors using a comprehensive set of physical procedures that are safe, effective, and brief. None of the procedures cause pain, apply pressure to torso or joints, or put the person into an uncomfortable or awkward position.

#### **Social Thinking Curriculum:**

Developed by Michelle Garcia Winner, the term social thinking encompasses many treatment programs broadly described as "teaching social thinking and related social skills." Social Thinking strategies and common vocabulary are used with all students in kindergarten through sixth grade as a part of the School wide Positive Behavior Support program. These strategies are also instructed by our emotional support teacher, autistic support teacher, school psychologist, school counselor, and special education case managers as needed in small groups.

**Social Thinking strategies teach individuals:**

- How their own social minds work - why they react and respond the way they do.
- The behaviors that make others feel good and those that make others feel bad.
- And from this, how behaviors are affecting their own emotions, responses to and relationships with others across different social contexts.

**For individuals being treated, the objectives of these strategies include the ability to:**

- Recognize the different levels of their own and others' social minds.
- Navigate their behaviors for more rewarding social outcomes, while considering how others perceive and respond to them.
- Adapt to the people and situations around them - from formal (classroom, etc.) to casual settings (hanging out, recess, etc.).

**Student Assistance Program - SAP:**

The Student Assistance Program (SAP) is designed to identify any issues that students may be struggling with and assist in "removing those barriers" to further increase their success here at school. The SAP team will help gain access to the appropriate resources, further supporting the student's needs. Student Assistance teams are available in each school building within the District. The Elementary Student Assistance Programs follow the same guidelines and have the same goals as those of the Jr/Sr High. However, each one is tailored for age appropriateness. Who is on the team?

The SAP Teams are comprised of specially trained staff that include:

- Administrators
- School Counselors
- Teachers

- School Nurse
- SAP Coordinator
- ACE (Alternative Counseling Enterprises) representative(s)
- School Social Worker

Any staff member can become part of their building's Student Assistance Team, providing they have the proper training and complete certification. Any student can access the Student Assistance Program at any time; however they are most often "referred". A student is referred to SAP when their well-being is of concern, via a referral form placed in a locked and confidential referral box located in each school. Any school employee, other student and/or family member may refer a student to SAP, however **parental permission must be obtained for the process to continue.**

The SAP process is comprised of multiple stages of support and include:

- **Referral:**  
The team receives the referral information regarding the concern of the student.
- **Team Planning:**  
The SAP team gathers information and/or school performance on the student via school staff. The team collaboratively develops a plan to remove the identified "barriers to learning" and increase academic and personal success. *Parental Permission* is gained at this time if assessment is needed or other recommendations are made regarding the student's well-being
- **Assessment for Drug/Alcohol or Mental Health:**  
Once parental permission is obtained, a Liaison from Alternative Consulting Enterprises will perform a comprehensive assessment to determine an appropriate level of care and make the proper recommendations to the parents.
- **Support/Follow-up:**  
The team will continue to work with and support the student and their family, as based on the assessment recommendations, and will continue to follow-up on the progress to ensure success.

The Student Assistance Team also offers a variety of in-school support groups to students who may be struggling in some area of their life. The groups offer different coping skills and peer support. Examples of groups within the Jr/Sr. High School may include: Teen Issues, Anger Management, Grief and Loss, Drug and Alcohol Insight, Tobacco Cessation, and Pregnancy. The Elementary Student Assistance Team may offer groups such as: Friendship, Bullying, Divorce, Self-esteem and Good Choices.

Tulpehocken has 2 student assistant liaisons from Berks Counseling Services and the Caron Foundation. They are in all district buildings every week.. They complete the drug and alcohol and/or mental health assessments and facilitate support groups. The liaisons can gain access to resources for a variety of different treatment options as well as resources. The role of liaison is a wonderful link between school and community services. All information is completely

confidential and cannot be released outside the confines of the trained SAP team members without releases signed by the parent and the student (when appropriate).

### **Community Agency Staff Procedures:**

The Tulpehocken Area School District is committed to working collaboratively with agencies and families to assist students. When students require intervention from outside agencies within the school setting, the following procedures must be implemented before services begin:

1. Appropriate District personnel will be involved in any meeting that explores community agency involvement within the school setting.
2. A meeting will be scheduled by the appropriate District personnel to review the agency's behavioral treatment plan, as well as to introduce the agency staff to District staff. The treatment plan will be uniformly agreed upon and jointly administered on behalf of the student.
3. Community agency personnel are expected to meet with the classroom teacher to discuss classroom procedures, philosophy, schedule, and the role/responsibility of the teacher and that of the agency staff.
4. The Community Agency Staff Protocol and the District Code of Conduct will be reviewed.
5. Confidentiality regulations will be discussed with community staff.
6. Verification of current clearances and a TB test are required prior to working in the school setting.
7. Ongoing communication between the school and agency staff is required and should be built into the agency staff member's schedule.
8. Releases of information must be obtained so that agency and District information can be shared.

### **Personnel Development Activities:**

**Topic: Positive Behavioral Supports-Student with disabilities will interact with others in their school environments in an effective manner so that their behavior does not impede their learning or that of others.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
On-going Safety Care Training throughout the next 3 years of this plan, beginning 2018-	PATTAN Staff, IU Staff, and In-district certified trainers	New Staff, Paraprofessionals, Instructional Staff, Administrative Staff, Related Service Personnel, Parents,	On-site Training with Guided Practice for Initial and re-certification in Safety Care de-escalization strategies and restraint	The district will have more students remaining in the general education classroom and

2019 and continuing annually through 2020-2021.	School Counselors, and Nurses	procedures. On-going refresher sessions throughout the year.	have positive behavior support plans implemented with the use of an itinerant ES teacher. This percentage will increase by 3% every year for the 3 years of this plan.
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**Topic: School-based Behavioral Health**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
On-going throughout the next 3 years of this plan, beginning 2018-2019 and continuing annually through 2020-2021	PATTAN Staff, IU Staff, Higher Education Staff, Center for Mental Health, Milestones, Service Access and Management, Abilities in Motion, and Office of Vocational Rehabilitation	Parents, New Staff, Paraprofessionals, Instructional Staff, Administrative Staff, Related Service Personnel, School Social Worker, School Psychologist, and Counselors.	On-site Training, Workshops, Conferences, Parent Information Meeting and webinars	More students within the district will receive on-site mental health services and will access more community based services. This will reduce the number of students needing to be placed off campus or into residential mental health programs. The off campus placements will reduce by 1% each year for the next 3 years. Some placements are out of the



control of the District due to mental health and court placements.

**Topic: De-escalation Techniques**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
On-going throughout the next 3 years of this plan, beginning 2018-2019 and continuing annually through 2020-2021.	District Staff, PATTAN Staff, IU Staff, PDE training opportunities;	New Staff, Paraprofessionals, District wide Instructional Staff, Administrative Staff	On-site Training with Guided Practice	On-going, annual training will take place focusing on de-escalation techniques, self-calming techniques and writing FBAs and PBSPs. Discipline, attendance and grade data is analyzed on an individual student basis. Each year there will be a 2% decrease in the number of suspensions that are issued over the next 3 years.

***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 district ensures that all students receive FAPE. If there is a need in the future, the BCIU, PaTTAN and other agencies will be contacted for support.

#### Hard-to-Place Students

The District has a District Administrator, student case-manager, Counselor and Social Worker who are liaisons to the agencies and educational settings where students with disabilities are placed out of district. In addition, the District also utilizes the following strategies:

- School Social Worker is utilized as a liaison with county agencies.
- A team meeting between a school and an agency is held each time there is a request to provide agency support in the school setting.
- Collaborate with Berks County IU (especially for surrogate parent/information).
- Collaborate with Berks County IU for services via phone or in person.
- Meetings, phone calls, visitations with mental health agencies, Children & Youth agency, and juvenile probation personnel regarding students.
- Gather information/visit APS or private institutions via attending open house and requesting written information.
- At the Life Skills level, Perspectives Berco, SAM and OVR are used heavily. Goodwill also provides summer work experiences with job coaching services.

Tulpehocken provides services for all disability categories within the district. We use out of district placements for very few students whose needs exceed our capabilities for providing FAPE. From our TROJANS program at the J/S High School, which offers a high degree of emotional support, to our Itinerant level of classroom support, we provide the full continuum of services to meet the needs of our students with disabilities.

### *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 success of our Special Education programs and initiatives stems from the supports that we offer to all students and staff. The Tulpehocken Area School District has been proactive

in providing more opportunities for all students, and strives to provide an education for its students that not only includes their academic and social needs, but also ensures that the knowledge and skills they gained at Tulpehocken will translate into being a productive adult. Tulpehocken is committed to providing a curriculum, instructional practices, and assessments that emphasize rigor, relevance, and relationships.

**District-Wide Programs that are being implemented with success to directly support all students, including those with special needs are as follows:**

#### **Parents as Partners:**

The District attempts to engage parents to the maximum extent possible in their child's education. Parents are active members of their child's IEP team. Communication regarding progress and/or concerns is ongoing and frequent. Parent workshops are offered yearly on topics that parents request through an annual parent survey shared by the Director of Special Education. Topics range from *Homework Strategies* to *Transition from High School to College and Career*. Parent Resource Fairs are held to provide parents with information of supports that are available throughout the county to assist them as community need determines. Training and support groups are posted on Tulpehocken's Special Education web page for parents to access.

#### **Learning Focus Schools (LFS):**

The successful implementation of the Learning Focused Schools has provided the necessary framework for highly effective instruction to occur. Essential questions, Activating strategies, Teaching and Summary are aligned with state standards, anchors and eligible content. Successful implementation of this model has allowed for data-driven instruction to take place in the following ways:

- Curriculum-based measures (i.e. DIBELS & AIMSweb - both fluency and maze, FUCHS & FUCHS - Math Problem Solving).
- Curriculum-based assessments (i.e. Harcourt, Everyday Mathematics).
- Formative assessments — (i.e. 4-Sight)

Data team meetings are held 1 time within each 6-day cycle and teachers review data within and across grade levels in quarterly data review meetings. This allows instruction to be tailored to students' abilities and areas of need. Through the successful implementation of Performance Pathways, all data is reviewed in a highly efficient manner.

#### **Reading Instruction:**

Reading instruction is delivered through research-based and validated programs and interventions at all levels throughout the Tulpehocken District.

Response to Intervention is implemented at the elementary level which allows instruction to be tailored to the needs of students on 3 differentiated tiers of intervention. The students move between tiers based on their progress toward attaining the standard-based reading goals for their grade level. Students who are progressing on grade level in the core curriculum are monitored quarterly to assure continued success. Students who are not performing on grade level are monitored 1 time in a 6-day cycle to assure appropriate progress in the current intervention program. If adequate progress is not being attained, instructional programming is adjusted to address this. Students are grouped and/or provided more intensive reading instruction and/or remedial instruction that supplements what they receive in the core program based on the review of the data which includes 4-Sight tests, DIBELS, and curriculum-based assessments. We have seen incredible benefits, again, for all students. Our referrals to special education have been accurate for identification of reading disabilities.

Read 180 is used as a tier III intervention in our Response to Intervention program, Read 180 is a program that is designed for students who are below grade level in reading. This program allows students receiving learning support and those within the general education curriculum to come together and receive reading instruction that targets each student's individual strengths and needs through assessment, teaching, and technology. System 44, a remedial reading program targeting phonics instruction, is being used for students reading below a third grade level. Decoding reading programs are also used when appropriate for the student's reading level. Direct, explicit, systematic instruction reading programs are utilized with students reading significantly below grade level. The district also has a "Reading Buddies" program at the elementary level, which partners students with higher reading abilities with those of lower abilities. This too has been beneficial for ALL of our students, particularly our students identified with IEP's.

At the JSHS, reading needs are screened through quarterly 4-Sight assessments and PSSA scores. Students who perform basic or below-basic on these assessments are placed in a direct-instruction reading class until curriculum-based assessments show adequate progress and a proficient score is attained on the 4-sight assessment. These assessments and curriculum-based assessments help us to accurately identify students with reading disabilities. Once identified, Special Education students who have reading disabilities have their reading goals monitored through bi-weekly fluency and comprehension progress monitoring tools such as Informal Reading Inventories, AIMSweb, and fluency probes. These data are used to determine how the student is progressing and if the instruction/intervention is effective. Using the Response to Intervention model, if a student is not making adequate progress; instruction, intervention, or frequency is adjusted to address this issue. When adequate progress is made that shows the student is performing on grade level, he/she is exited from special education. This reading model also increases our opportunities to include our students with typical, same-aged peers. We implemented a new reading program called Read 180 in third through eighth grades for

all students who are below grade level in reading. For students who are reading below a third grade level, we implemented System 44 as a remedial reading program. Students in these programs have shown more than two years growth in less than a year's time.

Our District has made a commitment to ensure that all students graduating can read.

### **Math Instruction:**

Research-based and validated Math programs are used to deliver core instruction and push-in interventions are provided by the Math Coach and trained paraprofessionals at all levels throughout the Tulpehocken District.

Just as in Reading, Response to Intervention is implemented at the elementary level which allows instruction to the needs of students on 3 differentiated tiers of intervention. The students move between tiers based on their progress toward attaining the standard-based math goals for their grade level in Everyday Math in Kindergarten and Envision Math in grades 1-6 and as shown through their CDT and PSSA scores. Students who are progressing on grade level in the core curriculum are monitored quarterly to assure continued success. Students who are not performing on grade level are monitored to assure appropriate progress in the current intervention program. Support is provided to students in their classrooms through the Daily model. If a student is considered Tier 2 & 3, they receive extra help daily when the math team (Math Coach and instructional paraprofessionals) pushes into the regular education classrooms. Tier 2 & 3 students get small group instruction from the classroom teacher and small group instruction from the Math team. Tier 3 students are pulled for an additional intervention by the Math team in an alternate classroom. If adequate progress is not being attained, instructional programming is adjusted to address this. Students are grouped and/or provided more intensive Math instruction and/or remedial instruction that supplements what they receive in the core program based on the review of the data. Our Special Education staff has also recently received training in using Fuchs & Fuchs materials to assess and determine the specific needs students have in solving Mathematical problems. Our students are benefiting greatly from the differentiated instruction that is being provided at all levels.

At the JSHS, Math needs are screened through CDT assessments and PSSA scores. These scores and curriculum-based assessments are used to determine the best instructional program option for each student based on their performance. These assessments also help us to accurately identify students with Math disabilities. Once identified, Special Education students who have Math disabilities have their Math goals monitored through weekly fluency probes, Study Island progress monitoring, and curriculum-based assessments. This data is used to determine how the student is progressing and if the instruction/intervention is effective.

### **Inclusion of Students with Disabilities in General Education:**

Including students in the general education curriculum to the greatest extent possible has

been a District-wide initiative. Inclusion has become a part of the school culture in each building and is embraced by all levels of authority including the Superintendent, Principals, Teachers and other Administration. All District staff have been trained in the following topics: Sensory Training, Executive Functioning Skills, Co-Teaching Models, Differentiated Assessment and Instruction, Ten Effective Teaching Principles, Effective Use of Para-Educators, Safety Care, CPR, First Aid, and Data-Driven Decision Making. Initially, much of this training was made possible through a three year Pennsylvania's Inclusive Practices Mini-Grant. Also, we have had many staff members attend training outside the District and return and share their acquired knowledge with elementary, secondary or all District staff. Additional information about this strength will be included in the LRE sections of the plan.

### **Social Worker:**

Tulpehocken's school and community have benefited through the employment of an Educational Evaluator/ School Social Worker / Home and School Visitor. All of our students, including those with special needs, benefit from the services provided by this professional employee. Our Social Worker supports students and families by helping them gain community resources, Medical ACCESS, and interagency support. She also helps them access elementary and secondary Student Assistant Programs. This individual has additionally opened communication between our schools, our families, and our community supports, benefitting all students, especially those with IEPs. This has also allowed us to increase our ACCESS billing. Her efforts allow our school to reach out and not only provide a safe school, but to assure students' safety in their homes. She leads psycho-educational and social skills groups with the assistance of our School Psychologist. She has also been instrumental in teaching the "Expected/Unexpected Behaviors," and the Social Thinking curriculum in the TROJANS emotional support program.

### **Strengths of Our Special Education Initiatives**

#### **Technology:**

Tulpehocken's goal is to improve the availability, use, and integration of technology throughout the district in both instructional and non-instructional use. The Special Education Department uses an IEP software program by Sunguard called IEPPlus. This program gives the District a full continuum of services through this company. The District will use Sunguard's technology software for student management, progress data called Performance Pathways, and Special Education reporting. New assistive technology is being implemented such as GoTalk devices for non-verbal students, iPads, and two-in-one devices.. All elementary classrooms, including Emotional Support, Learning Support, Life Skills, Autistic Support, and Speech and Language Support have SMART Boards. SMARTboards have also been installed in the Life Skills Support classroom at the JSJS, Jr.

High Learning support classrooms, and are in many high school classrooms. Web-based interactive learning systems such as Raz Kids and ILX are also being used to provide specific online experiences for students. Carts containing 30 iPads are available at each elementary building. Many iPad apps are used by our Speech and Language Pathologists and Special Education teachers to teach and reinforce academic skills and concepts and for behavioral interventions as well. New communication software such as Proloquo2Go is also being used. New reading programs, Read 180 and System 44, have a computer-based piece of instruction that is individualized to the reading level of each student to meet their specific needs. An online Special Education Manual has also been created on the District's staff web site. This manual is based on current best practices and federal/state regulations. It includes all Special Education procedures, policies and forms used by the District. It also includes all federal and state requirements and many other resources for District staff. This manual is updated as state and federal regulations, procedures, and forms change.

The growth of technology has exceeded our expectations over the past 3 years. The goals for the next 3 years are as follows:

- Use of online video conferencing software such as Google Handouts, Skype, or other software to enable staff from other buildings in the District to participate in meetings when they cannot actually be present, and to allow students that are homebound to view teacher instruction during their time of recovery at home.
- Provide more options for students through Tulpehocken's Virtual Academy (District-run Cyber School).
- Use of 1:1 devices in Kindergarten through 12th grade
- Provide on-going training and support for all teachers and para-professionals in using current technology.
- Increase the use of devices with communication capabilities to aid in meeting communication needs of non-verbal students.
- Increase the use of technology such as iPad apps and Google apps for collecting progress monitoring data.

### **Transition:**

Transition has been an on-going initiative and a focus as we participate in Indicator 13 Monitoring during the 2017-2018 school year. We have implemented Career Cruising which is a computerized system that allows our students to match their abilities (or needed abilities) with career opportunities. The addition of the match to instructional levels has been incredibly valuable and we now focus our academic goals and instruction based on required skills necessary for post secondary life for our students. It has also added a 'reality' component to students transition planning for both students and

parents. Our JSHS Guidance Department oversees this program. They begin transition support services at age 14. They have implemented career programming beginning in the junior high. Included in this career programming is an emphasis on academics relevant to desired post-secondary outcomes, self-advocacy, and self determination. We also provide visitations to post-secondary educational sites such as Reading Area Community College and Hiram G. Andrews. Hiram G. Andrews is a residential vocational 'college' for students with disabilities. We also have students participating in work experiences in local businesses, such as restaurants, hotels, libraries, and grocery stores to gain actual work experience. Some students also have a scheduled co-op working experience. Our transition coordinator and additional staff assist these students with the job coaching they need to be successful. During the 2013-2014 school year, we added an Independent Living curriculum to our transition program to meet this component of Indicator 13.

Our acting J/S High School Transition Coordinator works closely with our Berks Career and Technology Center by visiting and gathering data on the progress of the students with IEPs. When difficulties arise or goals are not being addressed/met, this individual can quickly troubleshoot before the issues become too large to overcome. The High School Transition Coordinator is also actively involved in the Berks County Transition Coordinating Council (BCTCC).

#### **SWEAP (Summer Work Experience and Assessment) Program:**

The SWEAP Program has been occurring for many years and is sponsored by Goodwill Keystone and OVR. It is a six to seven week program. Tulpehocken Area JSHS is a local work site that offers students experience as custodial assistants. We also place students at the Goodwill Store in Robeson, PA, a local organic farm, and Hawk Mountain, a summer camp. Students work under an assigned Job Coach and complete assessments and dial journals that are then shared with the case manager and incorporated into their IEPs' Students are taken through the application and interview process, as well as the other mandatory paperwork when starting a new job.

#### **BCTCC (Berks County Transition Coordinator's Council):**

BCTCC sponsors the Employability Expo and the Transition Expo on alternate years, as well as Transition Academy Day. The Employability Expo is a day students spend hearing presentations about job seeking/job keeping skills and appropriate interview attire. Students complete mock interviews with a prepared resume. The Transition Expo is an agency fair open to students and their families to meet and learn about agencies within the county. Transition Academy Day is a day spent at a local college such as RACC (Reading Area Community College) or Kutztown University where students get to hear presentations about the differences between high school and college and self-advocacy skills, and participate in a simulated college course with a professor.

#### **OVR (Office of Vocational Rehabilitation):**



OVR Counselor visits the school one to two times per month to schedule meetings with students and families. This allows students and families to learn more about OVR services and eligibility, as well as complete the intake process. The Transition Coordinator maintains contact with the assigned OVR Counselor and case managers invite him to IEP meetings with prior Parental/Guardian consent.

**AIM (Abilities in Motion) STARS (Students Transitioning to Achieve Realistic Success) Program:**

Students are referred for this program based on parent approval and an intake meeting is conducted with the AIM representative. Students complete volunteer work experience within the community while developing their communication skills, social skills, and networking skills. Travel training is also integrated into this community program.

**Keys2Work:**

Keys2Work is a program that consists of a series of pre-tests (math, reading, locating information, etc.) administered to students to determine their applied skill level in each area. After students receive their scores, they are provided with information regarding what types of jobs and salary ranges match their skill level. Students also take a career interest survey to determine what careers match their interests. When both the pre-tests and survey are completed, students are able to explore careers that fit their interests as well as see how their applied math and reading skills compare to the required skill level of those jobs.

There are also various practice modules available to help students improve areas of need that can be completed on their own time.

Every identified exceptional student with an IEP in the Tulpehocken Area School District in grades 8 through 12 is enrolled within the Keys2Work program and completes the reading and math pre-tests and interest survey. Most students also complete a pre-test about locating information. Issues regarding student scheduling, learning the software, and computer access have been eliminated and a more formal and dedicated approach has been put in place to assure students' completion of these assessments. The Transition Coordinator gives a list of students to the staff person assigned to complete all of the Keys2Work assessments. This staff person then contacts students and tests them in the library at a convenient scheduled time. When testing is completed, the Transition Coordinator is notified. 56 students were assessed using Keys2Work so far this year (8/2013-2/2014).

The priority for the 2017-2018 school year is to incorporate the Keys2Work data within the Transitional piece of each student's IEP.

12th grade students will complete, at minimum, the Measure and Explore steps to verify a recommendation from the IEP team for graduation.

11th grade students will complete, at minimum, the Measure and Explore steps to make a recommendation to the IEP team as to areas to be addressed within the Improve

step of the Keys2Work program. A review of career and academic goals from the Keys2Work program will ascertain the appropriateness of the current goals stated within the IEP.

10th grade students will complete the Measure and Explore steps to define and establish the academic and work to be emphasized through graduation. The Improve step can then be utilized in reaching the identified goals. The IEP team will utilize and record this information as part of the IEP.

9th grade students will follow Keys2Work as outlined for 10th grade students. The difference is that the Improve step will be utilized more completely. Selected careers can be evaluated as the reality of their appropriateness. Remediation via Skill Improvement Plans can come into play in helping the student reach their selected goals/career. The documentation of this process will be recorded within the IEP.

8th grade students will follow Keys2Work as outlined for the 9th grade students. The difference is that the Improve step will be utilized more completely. Careers can be explored more extensively before making choices. Remediation via Skill Improvement Plans can come into play and be more effective in helping the student reach their selected goals/career. The document of record will be the IEP as plans for School to Work can be formally stated within the transition section of the IEP.

### **TROJANS Program:**

The TROJANS Program (The Resource Opportunity for Juvenile Adolescents Needing Support) is an support program that offers short term educational opportunities for students when all other avenues have been exhausted and the student needs to be provided a higher level of academic assistance for the short term due to any one of a variety of barriers impeding the academic success of the student. The program also provides a transition opportunity from out-of-district placements back into a regular JSHS setting. The program has a regular education teacher and an Emotional Support teacher co-managing the classroom. Specialty area teachers rotate into the classroom to instruct the 4 core subjects.

#### **TROJANS Guidelines and Expectations:**

Students begin by taking all classes within the TROJANS classroom. Progress will be monitored on a weekly basis and consistent poor weekly progress will result in additional interventions and consequences followed by a team meeting to discuss the lack of progress. Consistent progress will result in transitioning to regular classes as the student progresses through the honors level. Placements are temporary in nature and should be considered only when all other avenues have been exhausted and the student needs to be removed temporarily due to the presence of barriers impeding academic success. The goal of the program is to continue providing education services along with behavioral interventions to overcome the impeding barriers and return students to the regular school environment. The program also provides behavioral supports and counseling aimed at modifying the impeding behavior

## PROGRESS REPORTS

Progress reports are distributed on a weekly basis to be signed by the parent and returned by the student the next school day. Failure to return a signed, weekly progress report will result in a freeze on the level system.

## GRADING

Students will receive a grade for each subject listed on their schedule. Grades received will reflect

achievement in the subject relative to the student's ability and effort. Students will be graded according to the Board approved grading system found in the student handbook and will be completed by a certified teacher of record.

## GRADUATION REQUIREMENTS / PROJECT

Graduation requirements remain the same for TROJANS students as for students in the regular setting. Graduation projects are a requirement and must be completed. A member of the graduation project committee provides all of the needed information for the students to complete these projects.

## GROUP AND/OR INDIVIDUAL

## COUNSELING

Group and/or individual counseling typically occurs 2-3 days a week. Students are required to actively participate in group or individual counseling provided by the school district.

Counseling topics may include, but not limited to, individual, group, family, conflict management, drug & alcohol, self esteem, sexual abuse, grief or loss, suicide prevention, anger management, restorative justice, teen pregnancy, and/or parenting. The development of the student's social skills is important and appropriate for life. Students must actively participate in group or individual counseling supplied by the school district.

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Students with an IEP are required to have a NOREP signed for placement in the Program. IEP meetings are scheduled by the case manager when deemed necessary. During the meeting, parent(s)/guardian(s) and the student should be present. All IEP accommodations will be met while enrolled in the Program.

## REVIEW MEETINGS

The team consisting of student, parent, teachers, and administrators will meet at the end of each semester. Discussions will take place on several topics including, the growth of the student as it relates to academics, behavior, attendance, and other requirements of successful completion of the TROJANS Program.

## POINTS/LEVEL SYSTEM

The level system is used in all instructional and non-instructional areas. The level system gives the students direction and a time-line for possibly returning to their regular classes. It also provides information to parents/guardians concerning the degree of progress. The level system lets students know the benefits of good behavior and productive work habits. Completing a successful day, the student earns a day toward their level. A successful day is defined as one in which students do not lose points for classroom infractions, detentions

and inappropriate behavior. In addition during a successful day a student participates actively in counseling if scheduled and returns signed forms on time.

LEVEL I (10 days)— A student starting out on LEVEL 1 will start on LEVEL 1, DAY 1. A student must accumulate a total of 10 successful days before progressing to the next level.

LEVEL II (20 days)— A student on LEVEL II will start on LEVEL 2, DAY 1. LEVEL II requires 20 successful days before moving to LEVEL III.

LEVEL III (30 days)— A student starting out on LEVEL III will begin on LEVEL 3, DAY 1. A student must earn a total of 30 successful days before moving to the next level.

HONORS LEVEL (30 days) — A student starting out on Honors Level will begin on Honors, Day 1. At the completion of 30 consecutive days on Honors level, the student may be considered for return to the regular classroom setting (the ideal transitional return will be at the quarter break in the school year). At this level, the student may be recommended to return to regular lunch and participate in all after school activities and grade level activities. If at any time, a student engages in any activity that may hinder his/her eligibility, a meeting with the Principal or Assistant Principal, parent and teacher will be held to discuss appropriate disciplinary action. The point level system requires several days of success to begin transition to the regular school setting which would occur after a review meeting and at a quarter marking period.

#### PROBATIONARY PERIODS

If a student engages in inappropriate activity that student may be placed on a probationary period by the Principal and/or Assistant Principal or teacher. When a student is placed on probation, his/her Level and Day freeze. The student is then expected to meet the same criteria that the specific level requires for the total number of probationary days. Once the student finishes the probationary period, he/she will then be eligible to progress on the level. Probationary days may be assigned as consequences for behavior concerns, beginning with 5 days and progressing to 10 days, 15 days, etc.

#### **BrainSTEPS:**

Tulpehocken is participating in a program called BrainSTEPS which is a “Brain Injury School Re-Entry” model that is being established to help students who have undergone a traumatic brain injury. Training was provided for elementary teachers and Special Education teachers at a faculty meeting. The Berks County Intermediate Unit’s BrainSTEPS consulting team provides the following services to Tulpehocken:

- Consultation and training in re-entry planning, IEP development, intervention selection and implementations, and long-term monitoring of students.
- Support for schools, students, and families of children with a variety of traumatic brain injuries.
- A central point of contact for hospitals and rehabilitation centers working to transition students back into Tulpehocken School District.

**School-wide Effective Behavior Support Program (SWEBS):**

Bethel and Penn-Bernville Elementary schools are using SWEBS to reduce discipline problems and increase instructional time. This pro-active behavioral model has three tiers similar to RtII. As always, direct instruction in using appropriate social skills and applying principles of problem-solving are key components to the successful implementation of this model. The entire building staff from administration and teachers to custodians and transportation staff are trained in this behavior program. In Tulpehocken, the program is called "Tulpy Pride." Tulpy Pride has the following 5 rules for students and staff to follow while at school.

- Travel quietly in our school in single file.
- Use positive words and actions.
- Listen and respond to ALL staff directions the first time.
- Protect everyone by keeping your body and property to yourself.
- Yearn to learn - prepare, participate, perform.

Tickets are earned by the students for following these rules and are spent at a school store to purchase rewards. Consequences are clearly explained to all and are consistent throughout the elementary buildings.

# Assurances

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## 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
New Story	Other	AS	1
River Rock Academy Inc	Other	ES	3
Diversified Treatment Alternatives	Approved Private Schools	ES	1
Janus	Approved Private Schools	Learning Support	1
John Paul II Center	Approved Private Schools	ID and Multiple Handicapped	1
The Warwick House - Bucks IU	Approved Private Schools	ES	1
Vista School	Approved Private Schools	AS	1
Kids Peace	Approved Private Schools	Emotional and Behavioral 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	Speech and Language Support	12 to 21	27	0.44
Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with Speech and Lanugage disabilities. Age range waivers are signed by parents when applicable.				
Locations:				
Tulpehocken JSHS	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	Speech and Language Support	5 to 12	28	0.56
Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with Speech and Language disabilities. Age range waivers are signed by parents when applicable.				
Locations:				
Penn-Bernville Elementary	An Elementary 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
Itinerant	Speech and Language Support	5 to 12	58	1
Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with Speech and Language disabilities. Age range waivers are signed by parents when applicable.				
Locations:				
Bethel Elementary	An Elementary 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	12 to 14	17	1
Locations:				
Tulpehocken JSHS	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #4**

*Operator:* School District

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	18	1
Locations:				
Tulpehocken JSHS	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	Autistic Support	12 to 17	11	1
Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with Autistic spectrum disabilities. Age range waivers are signed by parents when applicable.				
Locations:				
Tulpehocken JSHS	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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	7	1

Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with Intellectual Disabilities. Age range waivers are signed by parents when applicable.

Locations:				
Penn-Bernville Elementary	An Elementary 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	Emotional Support	12 to 15	19	1
Justification: Age Ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with emotional disabilities. Age range waivers are signed when applicable.				
Locations:				
Tulpehocken JSHS	A Junior/Senior High 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	Emotional Support	15 to 21	17	1
Justification: Age Ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with emotional disabilities. Age range waivers are signed when applicable.				
Locations:				
Tulpehocken JSHS	A Junior/Senior High 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	12 to 18	12	1
Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with emotional disabilities. Age range waivers are signed by parents when applicable.				
Locations:				
Tulpehocken JSHS	A Junior/Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 21	15	1
Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective				

instructional programs for students with Intellectual disabilities. Age range waivers are signed by parents when applicable.

Locations:				
Tulpehocken JSHS	A Junior/Senior High 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	Autistic Support	5 to 11	8	1
Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with Autistic spectrum disabilities. Age range waivers are signed by parents when applicable.				
Locations:				
Bethel Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #12

*Operator:* School District

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 12	9	1
Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with Emotional disabilities. Age range waivers are signed by parents when applicable.				
Locations:				
Penn-Bernville Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #13

*Operator:* School District

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	20	1
Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with Learning Disabilities. Age range waivers are signed by parents when applicable.				
Locations:				
Bethel Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #14

*Operator:* School District

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	17	1
Locations:				
Bethel	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
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**Program Position #15***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	12	1
Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with Learning disabilities. Age range waivers are signed by parents when applicable.				
Locations:				
Penn-Bernville Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #16***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	12	1
Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with emotional disabilities. Age range waivers are signed by parents when applicable.				
Locations:				
Penn-Bernville Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	18	1
Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective instruction programs for students with Learning disabilities. Age range waivers are signed by parents when applicable.				
Locations:				
Tulpehocken JSHS	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #18***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 21	9	1
Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with emotional disabilities. Age range waivers are signed by parents when applicable.				
Locations:				
Tulpehocken JSHS	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #19***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	19	1
Locations:				
Tulpehocken JSHS	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #20***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	17	1
Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with learning disabilities. Age range waivers are signed by parents when applicable.				
Locations:				
Tulpehocken JSHS	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #21***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 15	1	0.1
Locations:				
Tulpehocken JSHS	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	Deaf and Hearing Impaired Support	12 to 12	1	0.1
Locations:				
Penn-Bernville 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	Blind or Visually Impaired Support	6 to 8	2	0.2
Locations:				
Penn-Bernville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired	15 to 15	1	0.1

	Support			
Locations:				
Tulpehocken JSHS	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #22 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 25, 2014

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 21	13	1
Justification: Age ranges are appropriate to meet compliance requirements and for the provision of effective instructional programs for students with Learning Disabilities. Age range waivers are signed by parents when applicable.				
Locations:				
Tulpehocken JSHS	A Junior/Senior High School Building	A building in which General Education programs are operated		

## Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director	District	1
School Psychologist	District	1
Social Worker	District	0.8
Paraprofessional	Elementary	0.5
Paraprofessional	Elementary	0.5
Paraprofessional	Secondary	0.5
Paraprofessional	Elementary	1
Paraprofessional	Elementary	1
Paraprofessional	Secondary	0.5
Paraprofessional	Secondary	0.5
Paraprofessional	Elementary	1
Paraprofessional	Elementary	0.5
Paraprofessional	Elementary	0.5
Paraprofessional	Elementary	1
Paraprofessional	Elementary	0.5
Paraprofessional	Elementary	1
Paraprofessional	Secondary	0.5
Paraprofessional	Elementary	1
Paraprofessional	Elementary	0.5
Paraprofessional	Secondary	1

Paraprofessional	Elementary	1
Paraprofessional	Elementary	0.5
Paraprofessional	Elementary	0.5
Paraprofessional	Secondary	1
Paraprofessional	Elementary	0.5
Paraprofessional	Secondary	1
Paraprofessional	Elementary	0.5
Paraprofessional	Secondary	1
Paraprofessional	Elementary	0.5
Job Coach	JSHS & Community	1
Job Coach	JSHS & Community	1
1:1 Bus Aid	Bus Route	0.5
Paraprofessional	Elementary	0.5
Paraprofessional	Elementary	0.5
Paraprofessional	Elementary	0.5
Paraprofessional	Elementary	0.5
Paraprofessional	Elementary	0.5
Paraprofessional	Elementary	0.5

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	2.5 Days
Occupational Therapist	Outside Contractor	2 Days
Occupational Therapist	Outside Contractor	0.5 Days
Physical Therapist	Outside Contractor	1.6 Days
Teacher of the Hearing Impaired	Outside Contractor	1 Hours

# Needs Assessment

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## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

This question has not been answered.

## District Accomplishments

### Accomplishment #1:

According to the PA School Performance Profile for the 2016-2017 school year, 95.45% of our high school students scored at the advanced or competency level on industry based assessments.

### Accomplishment #2:

According to the District's PVAAS data, there is significant evidence that all sixth graders exceeded the standard for PA Academic Growth for PSSA Math and ELA.

### Accomplishment #3:

According to the District's PVAAS data, there is significant evidence that the district exceeded the standard for PA Keystone Algebra I.

## District Concerns

### Concern #1:

According to the District's PVAAS data, there is significant evidence that the district did not meet the standard for PA Academic Growth for math in fifth grade.

### Concern #2:

According to the District's PVAAS data, there is significant evidence that the district did not meet the standard for PA Academic Growth for reading in seventh grade ELA as well as in the Literature Keystone.



**Concern #3:**

Preparation of the infrastructure and access to technology to be prepared for the PSSA and Keystone Exams online.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #0*) Provide continued support and training to professional staff about using data to drive instructional decision making.

**Aligned Concerns:**

According to the District's PVAAS data, there is significant evidence that the district did not meet the standard for PA Academic Growth for math in fifth grade.

According to the District's PVAAS data, there is significant evidence that the district did not meet the standard for PA Academic Growth for reading in seventh grade ELA as well as in the Literature Keystone.

**Systemic Challenge #2** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

According to the District's PVAAS data, there is significant evidence that the district did not meet the standard for PA Academic Growth for math in fifth grade.

According to the District's PVAAS data, there is significant evidence that the district did not meet the standard for PA Academic Growth for reading in seventh grade ELA as well as in the Literature Keystone.

**Systemic Challenge #3** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

According to the District's PVAAS data, there is significant evidence that the district did not meet the standard for PA Academic Growth for math in fifth grade.

According to the District's PVAAS data, there is significant evidence that the district did not meet the standard for PA Academic Growth for reading in seventh grade ELA as well as in the Literature Keystone.

**Systemic Challenge #4** (*Guiding Question #0*) Prepare the District's infrastructure and hardware for the online testing requirements for PSSA and Keystone Exams.

**Aligned Concerns:**

Preparation of the infrastructure and access to technology to be prepared for the PSSA and Keystone Exams online.

**Systemic Challenge #5** (*Guiding Question #0*) Provide opportunities for students to collaborate and create using technology.

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

### Related Challenges:

- Provide continued support and training to professional staff about using data to drive instructional decision making.

### Indicators of Effectiveness:

Type: Annual

Data Source: A walk-through/observations schedule emphasizing effective instructional strategies & student assessment data

Specific Targets: Data analysis of student data; Completion of observations and walk-through schedule.

### Strategies:

#### *Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

#### *Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf); Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33); WWC: Assisting Students Struggling with Reading: Response to

Intervention and Multi-Tier Intervention in the Primary Grades,  
[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined,  
<http://www.hepg.org/hel/article/499>; Investigating the Impact of  
 Differentiated Instruction in Mixed Ability Classrooms,  
<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

### ***Implementation Steps:***

#### ***Differentiated Instruction***

##### **Description:**

The District will continue its commitment to providing professional development in research-based best practices in differentiated instruction to provide differentiated learning experiences for students with special needs.

**Start Date:** 8/20/2018      **End Date:** 8/26/2020

**Program Area(s):** Professional Education, Teacher Induction, Special Education

##### **Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

#### ***Learning Focused Schools***

##### **Description:**

The will continue to promote our Learning Focus Schools model. All new staff members are training during their induction program. This framework is utilized for lesson planning and design.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:** None selected

**Goal #2:** Provide continued support and training to professional staff about using data to drive instructional decision making.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Provide teachers with time and resources to analyze student assessment data and make decisions based on this data.

Specific Targets: Student achievement in areas assessed by PSSA and Keystone Exams will increase.

***Strategies:***

*Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

***Implementation Steps:***

*Data Informed Decision Making for the Improvement of Literacy*

**Description:**

The District will continue its commitment to using multiple measures of assessment data to make informed decisions about curriculum, instruction, and assessment. The use of different technologies will help facilitate this process (Performance Tracker, eSchool, PVAAS, eMetric, etc.).

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

**Goal #3:** Prepare the District's infrastructure and hardware for the online testing requirements for PSSA and Keystone Exams.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA and Keystone Exams will need to be given using the online format.

Specific Targets: Goal attainment will be complete when students are successfully able to take these assessments online.

**Strategies:**

*Technology Infrastructure Enhancement/Technology Access and Training Increase*

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: [http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) )

**SAS Alignment:** Instruction, Materials & Resources

**Implementation Steps:**

*Prepare for Online Testing*

**Description:**

The District will prepare for students to participate in online testing including PSSA and Keystone Exams.

**Start Date:** 8/20/2018    **End Date:** 6/7/2019

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Technology Infrastructure Enhancement/Technology Access and Training Increase

**Goal #4:** Provide opportunities for students to collaborate and create using technology.

**Related Challenges:**

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Provide opportunities for students to collaborate and create using technology.

**Indicators of Effectiveness:**

Type: Annual

Data Source: The use of GoogleSuite, especially Google Classroom

Specific Targets: Classroom observations will be used to determine if technology is being used to redefine teaching and learning.

**Strategies:**

*Technology Infrastructure Enhancement/Technology Access and Training Increase*

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source:

[http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) )

**SAS Alignment:** Instruction, Materials & Resources

### *Professional Development on the 4Cs*

**Description:**

The staff will receive professional development in the STEM areas promoting the 4Cs - Collaboration, Communication, Critical Thinking, and Creativity. Staff will continue to be trained for full implementation of Google Classroom and G Suite tools.

**SAS Alignment:** Standards, Instruction, Materials & Resources

### *Implementation Steps:*





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.

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops		
<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex  School counselors Paraprofessional New Staff Other educational specialists	<b>Grade Levels</b>
<b>Follow-up Activities</b>	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion		<b>Evaluation Methods</b>
		Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)	
		Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans	

<b>LEA Goals Addressed:</b>	<b>Provide continued support and training to professional staff about using data to drive instructional decision making.</b>	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
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7/1/2019	6/30/2022	Data Informed Decision Making for the Improvement of Literacy			The District will continue its commitment to using multiple measures of assessment data to make informed decisions about curriculum, instruction, and assessment. The use of different technologies will help facilitate this process (Performance Tracker, eSchool, PVAAS, eMetric, etc.).		
<b>Person Responsible</b>		<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Assistant to the Superintendent		2.0	3	6	Tulpehocken Area School District	School Entity	Yes
<hr/>							
<b>Knowledge</b>		Each year, teachers of English and Language Arts will meet to analyze the student assessment data in the area of literacy. Professional development will be embedded within data meetings to discuss the use of PVAAS, CDT, and benchmark assessment data. Action plans will be developed to provide teachers with strategies to address the areas of weakness.					
<b>Supportive Research</b>		Best practices in data and root cause analysis will be utilized.					
<b>Designed to Accomplish</b>							
For classroom teachers, school counselors and education specialists:		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 leaders with the ability to access and use appropriate data to inform decision-making.					
<b>Training Format</b>		Department Focused Presentation Professional Learning Communities					
<b>Participant Roles</b>		Classroom teachers Principals / Asst. Principals School counselors		<b>Grade Levels</b>		Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)	

<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA
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LEA Goals Addressed:		Prepare the District's infrastructure and hardware for the online testing requirements for PSSA and Keystone Exams.				Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase			
Start	End	Title			Description				
8/20/2018	6/7/2019	Prepare for Online Testing			The District will prepare for students to participate in online testing including PSSA and Keystone Exams.				
	<b>Person Responsible</b> Supervisor of Technology & Assistant to the Superintendent	<b>SH</b> 5.0	<b>S</b> 1	<b>EP</b> 2	<b>Provider</b> PATTAN		<b>Type</b> School Entity	<b>App.</b> Yes	

**Knowledge** Administrators will attend a training session for implementation of online testing.

**Supportive Research** N/A

**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.

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

Instructs the leader in managing resources for effective results.

<b>Training Format</b>	School Whole Group Presentation		
<b>Participant Roles</b>	Supt / Ast Supts / CEO / Ex		<b>Grade Levels</b>
	Dir	Other educational specialists	
			Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Implementation of Online Testing Environment	<b>Evaluation Methods</b>	Successful completion of online testing

# District Level Affirmations

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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*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

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

**Affirmed by Oscar Manbeck on 4/20/2018**

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*Board President*

**Affirmed by Andrew Netznik on 4/19/2018**

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*Superintendent/Chief Executive Officer*