

Upper Perkiomen SD

**District Level Plan**

07/01/2019 - 06/30/2022

# District Profile

---

## Demographics

2229 East Buck Rd Suite 1  
Pennsburg, PA 18073  
(215)679-7961  
Superintendent: Alexis McGloin  
Director of Special Education: George Reigle

## Planning Process

The comprehensive planning process began early in the 2016-2017 school year. A steering committee was convened that was tasked with developing and refining a school district mission statement and subsequent vision statements. Several other committees were convened and tasked with analyzing data and developing plans in the areas of student services, professional development, special education and teacher induction. Multiple stakeholders were invited to participate and provide input in the various committees. Community members, parents, business leaders, building and district administrators, school board members, and teachers all provided input in the developed comprehensive plan.

1. Recruitment of new Steering Team Members (Fall 2016)
2. Steering Team meets to examine mission/vision/beliefs and establish timeline for review/revision of plan (November 3, 2016)
3. Steering Team meets to finalize mission/vision/beliefs and develop surveys to be administered to stakeholders (November 2016- May 2017)
4. Administer surveys (Winter 2016)
6. Steering Team meets to review data and make recommendations for "buckets" and goals (Summer 2017)
7. Action Plan Team leaders identified by Comprehensive Plan chairpersons, action team members recruited (Fall 2017)
8. Action Plan Teams meet and develop action plans, district leaders partially complete online tool (Sept. through April 2018)
9. Steering Team meets to review action plans (April 2018)

10. Action Plans entered into online Comprehensive Planning tool (Winter 2018)
11. Comprehensive plan presented to Education Committee and School Board (May/June 2018)
12. Comprehensive Plan posted on district website for review (Summer 2018)
13. Comprehensive Plan approved by Board of School Directors (September 2018)
14. Comprehensive Plan submitted to PDE on or before this date (November 30, 2018)
15. Begin plan implementation (Fall 2018)

## **Mission Statement**

The Upper Perkiomen School District empowers learners, fosters community partnerships, and inspires innovation to maximize personal growth.

## **Vision Statement**

After finalizing the UPSD mission statement, the steering committee worked to establish vision statements that embody the culture of our classrooms and interactions.

### **Empowerment**

UPSD encourages all students and staff to responsibly advocate for themselves and actively make choices in their own learning.

### **Culture**

UPSD provides a safe and supportive school environment that values and is responsive to the uniqueness of each individual.

### **Partnerships**

UPSD fosters and utilizes local and global connections to cultivate learning experiences within and beyond the classroom.

## **Innovation**

UPSD nurtures a student centered learning environment that enhances critical and creative thinking.

## **Student Achievement**

At UPSD all students will have access to a full continuum of learning experiences in order to actualize their personal growth.

## **Shared Values**

We Believe....

- That a strong educational foundation is dependent upon improving student learning and excellence in teaching.
- That all children are born with the desire to learn, which creates an opportunity for our schools, our families, and our community to encourage and sustain that desire.
- That the school community should foster a healthy learning environment by providing a safe, supportive, and positive atmosphere.
- That all individuals contributing to the educational process should be committed to strive for excellence.
- That it is important to value and respect diverse career and life paths.
- That effective learning requires a commitment from the student, the family, the school staff and the community.
- That the school community should instill in all students a positive attitude toward life-long learning by providing opportunities that explore academic, career, and technical studies.

## **Educational Community**

Upper Perkiomen School District serves a suburban community in Pennsylvania that is situated in the northern corner of Montgomery County, and the eastern corner of Berks County. The district comprises: Upper Hanover and Marlborough Townships and the boroughs of East Greenville, Green Lane, Pennsburg, and Red Hill in Montgomery County and Hereford Township in Berks County. The

district serves approximately 3,300 students in our four schools: Marlborough Elementary, Hereford Elementary, Upper Perkiomen Middle School and Upper Perkiomen High School.

Upper Perkiomen School District was once an agricultural community, but over the years has evolved into a community where residents work outside the district in New Jersey, Allentown, Quakertown, and Philadelphia. Our proximity to neighboring cities permits field trips to museums, theatre productions, and businesses. Students and their families have easy access to Philadelphia, New York City, and Washington, D.C. In addition, recreational activities such as hunting, fishing, camping, skiing, and participation in the many school and community sports programs provide many options and opportunities for the youth and families in our community. All of these experiences not only offer a wide range of choice and involvement, but also add to the diversity of the community in which we live.

As for academics, the Upper Perkiomen School District has high aspirations for all of its students. We aspire for our students achieve high levels of academic success as measured by student performance on various local, state, and national measures. In pursuit of excellence, collaboration is the key to our success. Parents and families hold their children's education in high regard. Working together as a community, we strive to help our students be the best they can be. We are fortunate to have the support of our parent volunteer groups and other community organizations. Day in and day out, our commitment to students is clear. We abide by our mission statement in all daily decisions that are made to strengthen this commitment.

## Planning Committee

Name	Role
Andrea Farina	Administrator : Professional Education Special Education Schoolwide Plan
Ashley Kitten	Administrator
Lesley Motruk	Administrator : Professional Education
George Reigle	Administrator : Professional Education Special Education Schoolwide Plan
Laurie Smith	Administrator : Professional Education
Kerry Drake	Board Member : Special Education
Brian Callan	Building Principal
Jeff Fries	Building Principal : Professional Education
Art Vigilante	Building Principal
Maureen Zavadel	Building Principal : Special Education
Fred Kleinbach	Business Representative : Professional Education
Michael Tannous	Business Representative : Professional Education
Deb Long	Community Representative : Professional Education

Luanne Stauffer	Community Representative : Professional Education
Tina Arnold	Ed Specialist - Other
Carly Worman	Ed Specialist - Other : Professional Education
Beth Bianco	Elementary School Teacher - Regular Education : Professional Education
John Brittain	Elementary School Teacher - Regular Education
Wendy Popadak	Elementary School Teacher - Regular Education : Professional Education
Lynn Smith	Elementary School Teacher - Regular Education
Jennifer Elliker	Elementary School Teacher - Special Education
Vaughn Klepac	Elementary School Teacher - Special Education : Professional Education
Emily Mazza	Elementary School Teacher - Special Education
Blake Bardman	High School Teacher - Regular Education : Professional Education
Rachel Schmeckenbecker	High School Teacher - Regular Education : Professional Education
Jen Bamford	High School Teacher - Special Education : Special Education
Phil Detwiler	Middle School Teacher - Regular Education : Professional Education
Jessica Dynda	Middle School Teacher - Regular Education
Devin Smalley	Middle School Teacher - Regular Education : Schoolwide Plan
Bethany Smolinsky	Middle School Teacher - Regular Education
Jayne Keiser	Middle School Teacher - Special Education : Professional Education
Cindy Cairns	Parent
Robert Carpenter	Parent : Professional Education
Gennifer Martin	Parent
Regina McCloskey	Parent : Professional Education
Christine McCloskey	Special Education Director/Specialist : Special Education
Allison Stephens	Student Curriculum Director/Specialist : Professional Education

# Core Foundations

---

## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Needs Improvement	Needs Improvement
Civics and Government	Needs Improvement	Needs Improvement
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Non Existent	Not answered
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Needs Improvement	Needs Improvement
Geography	Developing	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Non Existent	Non Existent
School Climate	Needs Improvement	Needs Improvement

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

The district is in the process of revising the curriculum review and revision process for all subject areas.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
-----------	---------	-----------

Arts and Humanities	Developing	Developing
Career Education and Work	Non Existent	Non Existent
Civics and Government	Needs Improvement	Not answered
PA Core Standards: English Language Arts	Needs Improvement	Needs Improvement
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	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	Needs Improvement	Needs Improvement
School Climate	Non Existent	Non Existent

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

The district is in the process of revising the curriculum review and revision process for all subject areas.

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Developing



Geography	Developing	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Needs Improvement	Needs Improvement
English Language Proficiency	Developing	Developing
Interpersonal Skills	Needs Improvement	Needs Improvement
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

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

The district is in the process of revising the curriculum review and revision process for all subject areas.

### High School Level

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

School Climate	Needs Improvement	Needs Improvement
World Language	Developing	Accomplished

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

The district is in the process of revising the curriculum review and revision process for all subject areas.

## *Adaptations*

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

*Checked answers*

*None.*

*Unchecked answers*

*None.*

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

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

Explanation for any standards checked:

Currently we have not specifically developed, expanded, or improved the PA Academic Standards.

## **Curriculum**

## *Planned Instruction*

### **Elementary Education-Primary 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 district is refining the process for the development, revision, and auditing of instructional units in each content area, as well as the development and implementation of common assessments for the instructional units developed. A way to collect and analyze student performance on the assessments is also being developed.

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

No standards were checked "needs improvement" or "non existent."

### **Elementary Education-Intermediate 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 district is refining the process for the development, revision, and auditing of instructional units in each content area, as well as the development and implementation of common assessments for

the instructional units developed. A way to collect and analyze student performance on the assessments is also being developed.

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

No standards were checked "needs improvement" or "non existent."

### **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 district is refining the process for the development, revision, and auditing of instructional units in each content area, as well as the development and implementation of common assessments for the instructional units developed. A way to collect and analyze student performance on the assessments is also being developed.

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

No standards were checked "needs improvement" or "non existent."

### **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 course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The district is refining the process for the development, revision, and auditing of instructional units in each content area, as well as the development and implementation of common assessments for the instructional units developed. A way to collect and analyze student performance on the assessments is also being developed.

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

No standards were checked "needs improvement" or "non existent."

### ***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.

In an effort to support teachers' ability to modify and/or accommodate instruction to maximize instructional effectiveness and access, the district has provided the following support to staff:

- training and support on "differentiating instruction"
- instructional coaches at the elementary level
- access to data analytic tools (Linkit) which allows for real time analysis of student mastery of standards
- instructional resources with intervention and enrichment opportunities embedded into the core program at the elementary level
- training on "essentialization" for students with significant cognitive impairments
- additional of a "co-teaching" structure across all buildings to ensure access and support for students with special needs

## **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*

- Not Reviewed

##### *Unchecked Answers*

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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

The district is using the state-recommended Danielson rubric and observation process for all formal evaluations which provides the focus on instruction. District-level goal areas in instruction have been selected based on the descriptors in the Danielson Framework and research on effective instructional practices for maximizing student learning; those practices are the focus of the informal walkthroughs being done in all classrooms throughout the district. At the elementary level, peer evaluations/coaching and instructional coaching is being used to focus on a list of established effective instructional practices in the elementary mathematics classroom. Annual evaluations for all professional staff will include the results of observed and documented instructional practices.

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

Currently the administrators within the district buildings do not regularly review lesson plans unless the teacher is being formally observed in the clinical observation cycle.

### ***Responsiveness to Student Needs***

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

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50% 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

One of the goals for the district in this plan is to provide additional professional development for staff related to differentiation of instruction.

### Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50% 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

One of the goals for the district in this plan is to provide additional professional development for staff related to differentiation of instruction.

### Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50%

	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

One of the goals for the district in this plan is to provide additional professional development for staff related to differentiation of instruction.

### High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50% 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

One of the goals for the district in this plan is to provide additional professional development for staff related to differentiation of instruction.

### *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.

Building level administrators recruit candidates who have documented experience working with at risk student populations. During the interview process, candidates are evaluated to determine if they possess the skills and necessary mindset for working with at risk students and students who have struggled academically. A priority is placed on hiring candidates who demonstrate that they possess



such skills and dispositions. This priority takes precedence over budget considerations in the hiring process.

## 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	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

### *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.

#### *Unchecked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
  - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
  - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
  - Not Applicable. Our LEA does not offer High School courses.

### *Local Assessments*

<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			X	
Civics and Government		X				
PA Core Standards: English Language Arts		X				

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		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>
Benchmark Literacy (ELA Program) Unit Assessment, Mid-Year, and End of Year Assessments	X	X		
Teacher developed Tests and Final Exams			X	X
Every Day Math Unit, Mid-year, and End of Year Assessments	X	X		
Scholastic Aptitude Test (SAT) and Advanced Placement (AP) Examinations (for students opting to take these exams)				X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Preliminary SAT (PSAT) - All 10th grade students				X
Teacher-Developed Common Benchmark Assessments			X	
Tools provided in ELA through the Benchmark Literacy Program	X	X		
Teacher Developed Fluency and Accuracy Probes	X	X		

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Teacher developed formative assessments tools	X	X	X	X

Tools provided in ELA through the Benchmark Literacy and in mathematics through the Everyday Math program	X	X		
---	---	---	--	--

### Diagnostic Assessments

Diagnostic Assessments	EEP	EI	ML	HS
Fountas & Pinnell	X	X		
NWEA Measure of Academic Progress (MAP) Tests in Reading	X	X	X	X
NWEA Measure of Academic Progress (MAP) Tests in Mathematics	X	X	X	X
Cognitive Abilities Test (CoGat)	X			

### Validation of Implemented Assessments

Validation Methods	EEP	EI	ML	HS
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.

Teachers at the elementary level work collaboratively to develop and implement all assessments. All summative assessments are common across classrooms at any grade level and are extensively reviewed by teacher team, curriculum assistants, building principals, and the Assistant Superintendent.

Many of the assessments delivered at the middle school and high school are common across classes and developed collaboratively. As part of the supervision and evaluation process, the building principals examine teacher-developed assessments for alignment to standards and course objectives.

Final course examinations at the high school are developed collaboratively, reviewed extensively for alignment to PA Core Standards and for depth of knowledge at by department members, building administrators, and the Assistant Superintendent.

### 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.

We do not administer local assessments that are independently and objectively validated.

### *Collection and Dissemination*

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

We have both district-wide and building-level systems for collecting, analyzing, and disseminating assessment data to necessary staff. At the district level, we use LinkIt, an online student data warehouse, that is accessible to all staff and that contains common assessments such as the PSSA, MAP, and Keystones, as well as district common assessments. This tool is utilized: at the district level to examine student performance overall; at the building level by principals to monitor student progress, and at the teacher level to plan effective student instruction and intervention. Each building has a data team that annually develop and monitor a Continuous Improvement Plan (CIP). The CIP is formulated using varied data sets to identify strengths and areas for school improvement and lays out the specific action steps and outcomes for the school year. In addition to LinkIt, building staff also utilizes databases on local drives that contain assessment (formative, diagnostic, and benchmark) data that is tracked closely, especially for students identified as in need of strategic intervention or academic enrichment.

### *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.

Information from assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher in the following ways:

- Flexible grouping and differentiated instruction in all classrooms (all levels)
- Small group remediation/intervention in reading and/or mathematics (elementary level)
- Online and in-person intervention and support in mathematics and reading during "quest" period using MyPath from EdGenuity (middle level)
- In-person remediation for all subjects during quest period (middle level)
- Before, during, or after school extra help sessions (middle and high school levels)
- Significant supplemental instruction/intervention through EdGenuity and/or Study Island for students scoring below proficiency on Keystone exams in Biology, Algebra, and Literature (high school level)

### *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.

Assessment results are reported to us by NWEA/MAP and PDE and include both overall scores and subscores by assessment anchor and/or learning objective. This information is uploaded into LinkIt for use in planning by building data teams and by individual teachers to plan effective instruction. This information is also included in IEPs and data team reports so that individual teachers and teams of teachers can modify their instruction in ways that are specific and likely to move students towards mastery.

Teacher course, unit and lesson plans outline learning objectives, standards, and/or eligible content to be addressed. Through analysis of formative assessment data and using differentiated instruction, teachers constantly modify and/or adapt instruction in the classroom to increase student mastery at both the individual student and group level.

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

All strategies were selected.

### ***Distribution of Summative Assessment Results***

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				
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	X	X	X	X
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

The Upper Perkiomen School District utilizes many strategies to communicate district assessment information to the community. Each fall the Assistant Superintendent, in collaboration with building principals, compiles a district data report which is presented at the October Board Workshop. This information is then posted on the district's website and in a district newsletter, which both include links to PDE and other test related websites, such as College Board. Additionally, the Superintendent and the Assistant Superintendent attend meetings of local community organizations, such as Chamber of Commerce and Ministerium to share what is happening in the district. Building principals also share district information and achievement data at parent night, through monthly newsletters, and on their building level website. The information shared is both on assessment data and building level improvement goals for the year. Individual student performance data is share at the individual student progress meetings, including IEPs and GIEPs.

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

Beginning in the 2018-2019 school year, the Upper Perkiomen School District will utilize a part-time communications specialist. This individual will be charged with coordinating and disseminating newsletters, press releases, communications with local press outlets, and website communication. Course planning guides are not annually approved by the board and are not revised to include student data, though the five-year curriculum review process does include significant analysis of student performance data. School calendars and student handbooks include procedural and policy information, as well as, information about standardized assessments, but does not include performance data. We do not intend to incorporate such data into our school calendars and student handbooks, largely because they are printed each summer prior to the state's release of recent summative assessment data.

## **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.

We do not have any schools that do not meet student achievement targets. We are, however, continually evaluating our assessment results and other indicators of student achievement to develop plans for addressing the needs of students who are not making adequate progress. At each school entity, data teams meet frequently to evaluate and analyze individual, classroom and school wide achievement data. Each building has developed a continuous improvement plan with clearly articulated goals that align to the school district goals as exemplified below:

- We will provide teaching and learning opportunities for students and staff to yield growth on students achievement measures.
- We will provide a safe and supportive environment that responds to student's needs.
- 100% of students will graduate from Upper Perkiomen School District with the skills, knowledge, and understanding of how to pursue the college or career of their choice.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEl</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	X	
Conflict Resolution or Dispute Management	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				X
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:

At this point, we have begun implementation of school wide positive behavior support at the elementary buildings. We will begin to consider a school wide positive behavioral program at both our middle school and high school buildings. Although our school resource officer is primarily assigned to the high school, he has the capability and flexibility to assist any school in the district.



Upper Perkiomen School District has not needed school resources officers in our elementary and middle school buildings. Local and state law enforcement entities have been responsive to district needs, as requested. The district has an established safety committee that meets regularly to discuss district safety needs.

### *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.)**

1. The Upper Perkiomen School District in accordance with Pennsylvania School Code, Chapter 16 (Special Education for Gifted Students) will utilize the following multiple criteria standards when evaluating a student to be eligible for gifted education. The Gifted Identification process includes the use of multiple criteria and was revised September 2011.

A. Nationally Normed and Validated Testing:

1. Wechsler Intelligence Scale for Children-IV

**Verbal Comprehension Index**

(VCI) a score of 130 within the 90% confidence interval range (126 or above)

**Perceptual Rating Index**

(PRI) a score of 130 within the 90% confidence interval range (127 or above)

**- Or -**

The Stanford-Binet Intelligence Scales, Fifth Edition

**Verbal Index**

a score of 130 within the 90% confidence interval range

**Nonverbal Index**

a score of 130 within the 90% confidence interval range

**Full Scale**

a score of 130 within the 90% confidence interval range

Students whose *actual* Verbal Comprehension score is between 121-125 and/or *actual* Perceptual Reasoning score falls between 121-126 will be considered eligible to receive gifted support only if that student's achievement in reading comprehension and/or math reasoning is reflected with an age-based standard score of 130 or above (confidence interval not considered for achievement scores).

Students whose reading comprehension and/or math reasoning age-based standard scores are 130 and above but do not acquire ability scores of 121 or above will not be considered eligible for gifted support.

B. Other Criteria/Information considered

- 1) Gifted Rating Scale – completed by teacher
- 2) Teacher report which includes Chuska Rating Scale of Rate of Acquisition and Retention
- 3) Parent report
- 4) Group administered test results (Terra Nova, PSSA, etc) when available
- 5) Demonstrated achievement, performance, or expertise in one or more academic areas as evidenced by excellence of products, portfolios, or research as well as criterion-referenced team judgment.

UPSD also uses the SAGES 2 as a gifted screener tool. All second grade students are administered the assessment in the Spring. The SAGES 2 is a measure of both reasoning and academic ability. The validity research has determined that the SAGES 2 results in an adequate measure that is not biased and that identifies potentially gifted students in the areas of intelligence and achievement. This assessment is untimed but takes approximately 60 minutes and can be administered to an entire class. It contains 3 subtests. The subtests can be broken up in individual testing sessions.

1. Mathematics/Science
2. Language Arts/Social Studies
3. Reasoning

The results of the SAGES 2 can be used to identify student areas of strengths and weaknesses as well as potential gifted students.

2. In compliance with Pennsylvania School Code, Chapter 16 (Special Education for Gifted Students), the UPSD provides gifted education for each identified gifted student that is based on the unique needs of the student, not solely on the student's classification. The Gifted Individualized Education Plan is developed by reviewing the Gifted Written Evaluation Report and creates goals and outcomes based on the student's strength. UPSD provides gifted education to identified students grades K-12 through enrichment and/or acceleration based on individual need. This instruction is done in both the general education setting and the gifted education setting. Data is collected on their goals and outcomes and a written progress report is provided to the parent s twice a year.

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

The Upper Perkiomen School District utilizes multiple criteria to determine student eligibility for gifted support services. Students may be found eligible if they are found to have very superior cognitive functioning, or if they exhibit a combination of superior cognitive functioning and exceptional academic achievement, based upon the criteria and professional judgment. The

following guidelines assist building teams to determine eligibility in accordance with state and district criteria.

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

1. Student may be referred by parents once per school year to determine eligibility for gifted support services. Such referrals should be provided in writing to the building principal or school counselor.  
 2. Professional staff within the schools may refer students to the child study/core team to initiate screening procedures. Referrals may be based on outstanding performance on standardized measures (such as MAP, PSSA) or on the results of a universal screening measure such as the CoGat. Referred students are screened through the following measures to determine if they are to be recommended for further evaluation by the school psychologist:

- An ability screener or ability measure
- Achievement data for Reading and Math obtained from screening instruments or other available standardized measure (ex: PSSA)

Note: Parents may opt to bypass the screening phase or request a full assessment regardless of screening results.

**Formal Assessment Facilitated by the School Psychologist**

**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.**

The Upper Perkiomen School District provides a wide array of educational experiences for students who have been found to be eligible for the district's gifted program. The needs of each student are addressed in a Gifted Individual Education Program (GIEP). Annual goals and/or short term objectives (if appropriate) are developed in the GIEP along with specially designed instruction which will be implemented in accordance with the GIEP.

The activities in which students in the gifted program can participate may vary from year to year. The activities may consist of but are not limited to:

- Enrichment activities stemming from the regular education/supplemental curriculum(s)
- Supplemental Instruction from school personnel
- Individual or team competitions (Local, State and/or National)
- Community Service opportunities
- Educational field trips

- Acceleration opportunities based on agreed upon services at the elementary, middle, and high school level

### *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	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The Upper Perkiomen School District has continued to expand its services in the areas listed above, most recently hiring an additional counselor to support in the identified areas.

### *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:

Upper Perkiomen School District has a full continuum of diagnostic, intervention, and referral services available in the district.

### *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				
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Upper Perkiomen School District has a full range of consultation and coordination services available in the district.

### *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	X
Directing Public to the PDE & Test-related Websites	X	X	X	X

Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

<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**

- More than once a month

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

- More than once a month

#### **Middle Level**

- More than once a month

#### **High School Level**

- More than once a month

### *Collaboration for Interventions*

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

Classroom teachers and individuals providing interventions communicate via exchange of information during face-to-face meetings or in secure electronic communications. Opportunities are provided at each level for teachers to meet together to discuss the needs and progress of students requiring additional support during regularly scheduled meetings or meetings scheduled as needed where required staff is provided coverage for scheduled obligations by another professional.

### *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

For the past two years, staff at each elementary school has participated in the Governor's Institute, which has allowed for the coordination and facilitation of pre-k transition activities. Through participation, teams of PRE-K through Grade 3 teachers and administrators have met throughout the year to discuss, plan, and deploy experiences that allow all involved to make the vital connections and collaborations necessary for students to pre-k through third grade to find success in school. Meetings are scheduled each year between building-level administrators and childcare/after school program providers. School guidance counselors schedule meetings as needed with representatives from youth workforce programs and tutoring providers. Youth workforce development program providers and providers of tutoring are also given access to students during the school day with permission from parents/guardians.

### *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.

1. The Upper Perkiomen School District follows the PDE guidelines for Early Intervention Transition to school aged programming. The process for addressing transitions to school aged support includes, but is not limited to the following:

- Initial communication between the MCIU and the district on students within 1 year of transition age
- Notice and explanation of parental rights regarding transition and communication of parent interest to the district.
- Transition meetings held at each elementary school with the parent, MCIU representatives, and district staff inclusive of the building principal, psychologist, pupil service representative, guidance counselor, and other members as needed
- Re-evaluation of each student to determine school aged qualification
- Presentation of and meeting to discuss the IEP if the student qualifies
- Participation in all district kindergarten registration activities, building level events, and continual communication with the pupil service department

2. The LEA does not independently operate a Pre-K program.

3. Each year, Pre-K directors are invited to participate in "getting ready for Kindergarten" activities and discussions. Pre-K and School teams meet and discuss, Kindergarten format, resources and programs, and readiness expectations. Additionally, both directors of Pre-K facilities and Pre-K students and their families are invited throughout the school year to engage in learning experiences which raise awareness about what Kindergarten expectations and learning experiences will involve when the child transitions to a school age program.

## Materials and Resources

### *Description of Materials and Resources*

#### **Elementary Education-Primary 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	Needs Improvement
Accessibility for students and teachers is effective and efficient	Needs Improvement



Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing
---	------------

Provide explanation for processes used to ensure Accomplishment.

Our primary level teachers and students just adopted new resources for literacy instruction last year and are implementing new math resources this school year. Quality instructional materials still need to be examined for primary level students for instruction in science.

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

We will use data analysis tools to continue to evaluate the quality of our instructional materials and student curriculum based measures to evaluate the effectiveness of our instruction.

### Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Our intermediate level teachers and students just adopted new resources for literacy instruction this year and are implementing new math resources last school year. Quality instructional materials still need to be examined for primary level students for instruction in science.

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

We will use data analysis tools to continue to evaluate the quality of our instructional materials and student curriculum based measures to evaluate the effectiveness of our instruction.

### Middle Level

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

A robust supply of high quality aligned instructional materials and resources available	Needs Improvement
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Needs Improvement

Provide explanation for processes used to ensure Accomplishment.

The district is actively seeking to align all course content and assessments with the standards aligned system.

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

Upper Perkiomen School District is in the process of implementing research based interventions, resources and materials to support diverse student needs at the middle school level.

### High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
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.

Upper Perkiomen School District is continuing to refine the curriculum review process to ensure a high level of support for struggling students while maintaining a high level of rigor. All assessments and resources are currently being examined through a curriculum audit process to ensure that materials and resources are aligned to the PA core standards.

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

Nothing was checked "needs improvement" or "non existent."

### *SAS Incorporation*

#### Elementary Education-Primary Level

Standards	Status
-----------	--------

Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Not Applicable
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler ;Second Grade	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

Further training and professional development needs to be provided for all K-12 staff members on the SAS portal.

### Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Not Applicable
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable

English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

Further training and professional development needs to be provided for all K-12 staff members on the SAS portal.

### Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms

Family and Consumer Sciences	Full Implementation
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown
World Language	Not Applicable

Further explanation for columns selected "

Further training and professional development needs to be provided for all K-12 staff members on the SAS portal.

### High School Level

Standards	Status
-----------	--------

Arts and Humanities	Level of Implementation is Unknown
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	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms

Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Further training and professional development needs to be provided for all K-12 staff members on the SAS portal.

### *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.

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

## **Professional Education**

### *Characteristics*

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
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

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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
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
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

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

A district professional development team has been created this school year. This committee, comprised of building teachers, administrators, special education teachers and related services professionals has been meeting periodically throughout the school year in order to prioritize our professional development schedule. They have collected and analyzed professional development needs assessment data and will use the data they collected in order to develop a long-range professional education plan which encompasses the above characteristics.

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

Teachers indicated that they do not have access to adequate professional development in order to make accommodations for struggling and gifted students. As K-12 departments move through an aligned curriculum review process, they will ensure that the district prescribed curriculum and the adoption of materials and resources provides opportunities for differentiation, remediation and enrichment. Professional development will be provided as teachers develop their curriculum and adopt materials and resources.

### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
The LEA has conducted the required training on:
9/1/2017 Teachers are tasked with accessing the web based training during the 2017-2018 school year. All staff members must complete the training on or before June 30, 2018.
The LEA plans to conduct the required training on approximately:
9/1/2018 Training will be conducted annually during new teacher induction.

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.

<b>Questions</b>
The LEA has conducted the training on:
9/28/2016 This training was three hours in length. We will need to complete an additional hour of training in the upcoming school year.
10/12/2016 This training was three hours in length. We will need to complete an additional hour of training in the upcoming school year.
The LEA plans to conduct the training on approximately:
9/1/2018 We will plan to complete the additional hour of training in the upcoming school year.

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.

<b>Questions</b>
The LEA plans to conduct the training on approximately:
9/1/2018 We will conduct this training for all secondary professional educators in the 2018-2019 school year.

### ***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.
- 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*

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

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

The professional development committee ensures that many of these functions occur. Professional development is structured around the feedback from professional staff and needs assessments are completed annually. We have adopted a professional development evaluation tool which allows the administrative team to evaluate the effectiveness of all professional development opportunities provided to our staff. We currently complete follow up observations and walkthroughs in order to understand the impact of professional development on instructional practice in our classrooms.

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

At this point, we do not have a systematic process to validate whether or not providers have the capacity to present quality professional development. The professional development committee will develop a process to validate educator's ability to present quality 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.

The duration and content of the Induction Program has been expanded. Some of the information included in the characteristics listed will be addressed in district-level sessions in which all inductees will participate. Follow-up for those sessions will be done at the building-level in monthly meetings with building-level administrators and regular meetings between inductees and their mentors. A process is in place to document the time and content addressed for those meetings; documentation is submitted to the district office for final review and approval. Any further professional development that is required in any of the areas listed is determined on an individual teacher basis; specific recommendations are made by the building-level administrator working in collaboration with the mentor and inductee.

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

All strategies were selected.

### *Needs of Inductees*

*Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

*Unchecked answers*

*None.*

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

All inductees and mentors maintain a portfolio in which evidence of identified characteristics related to classroom instruction and assessment, communications with parents, and is maintained, reviewed and discussed with the building-level administrator and mentor, and then submitted to the district for final review. A district-level professional development session for all inductees takes place at the midpoint of the school year. At that time, inductees are surveyed to determine successes and future needs. Plans for additional support for individuals are developed based on the results of those surveys.

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

All strategies were selected.

### ***Mentor Characteristics***

*Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

*Unchecked answers*

*None.*

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

Mentors are selected by building level administrators who are aware of the characteristics of the teacher leaders within their schools.

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

All strategies were selected.

### ***Induction Program Timeline***

<b>Topics</b>	<b>Aug -Sep</b>	<b>Oct- Nov</b>	<b>Dec -Jan</b>	<b>Feb -Mar</b>	<b>Apr -May</b>	<b>Jun -Jul</b>
Code of Professional Practice and Conduct for Educators	X					X
Assessments		X	X	X	X	X
Best Instructional Practices		X	X	X	X	
Safe and Supportive Schools		X				
Standards	X	X				
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners			X	X	X	
Data informed decision making			X			
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

No further explanation is necessary.

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

There is a district induction committee that has been established. Surveys are given to inductees at mid-year and end-of-year. Building-level administrators and mentors meet to discuss the induction program implementation at their individual schools and make recommendations for improvements to the induction committee. The induction committee meets at the end of each school year to analyze the survey results and recommendations from each school level group and make any needed revisions to the induction program.

### ***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: **496**

### ***Identification Method***

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

The Upper Perkiomen School District continues to use the discrepancy model for identification of students with specific learning disability. The severe discrepancy model is used to calculate whether there is a severe discrepancy between a student's expected and actual academic achievement. Currently both elementary buildings, middle school and high school buildings have initiated and are implementing Multi-Tier System of Supports (MTSS) models. Each building conducts MTSS meetings monthly with the school core team as a proactive approach to intervention supports. As individual concerns arise regarding a student's performance by the teacher, parent, or guidance counselor, the team begins to analyze historical and current academic and behavioral/social/emotional data. The data team will gather information regarding what regular education interventions have been tried to

address the problem areas and their results. MTSS is based on a multi-tier method. Tier one is the core instruction and typically meets the needs of the majority of students. Tier two is an intervention tier used to remediate skills that are just below grade level. Tier three is the most intensive tier that is designed to intervene for our most struggling students. If progress is not seen for a student in tier three after multiple interventions have been attempted, the child is referred to a multidisciplinary team for a comprehensive evaluation. When an MDE (Multi-Disciplinary Evaluation) is recommended, information is collected that indicates the areas of concern from all team members and historical data is again analyzed to determine if further testing is required. If so, a Permission to Evaluate is sent to the parents. The psychologist becomes the team leader and determines what cognitive testing is required for the student. If the result is Specific Learning Disability than the student will require specially designed instruction to address the areas of needs and the student is identified as being eligible for special education services.

### ***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>

Data does not indicate that disproportionality exists between District and State enrollment data.

### ***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?

There are no facilities in our district that provide services to non-resident students.

### ***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).

Currently there are no facilities for incarcerated students within the Upper Perkiomen School District. Under Sections 1306, 1306.1 and 1306.2 of the Pennsylvania Public School Code the school districts in which juvenile and adult detention facilities are located are responsible for finding, identifying and providing special education services to students with disabilities while incarcerated. The school district is notified by the court system when an UPSD student is incarcerated. We



coordinate with the detention center so that the Individualized Education Plan (IEP) is maintained and current. We also coordinate with the district's parole officer for students who are released from incarceration to transition the student back to the district, when appropriate. At times the student is placed in an alternative education facility, at which time we coordinate with the assigned program to ensure that FAPE is being delivered and the IEP is kept current.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Upper Perkiomen School District offers a full continuum of services for most students identified in need of special education. The UPSD complies with federal and state mandates regarding Child Find and the special education process. *The Individuals with Disabilities Education Act of 2004 (IDEA) requires; (1) That to the maximum extent appropriate, children with disabilities, including children in public and private institutions or other care facilities, are educated with children who are non-disabled; and (2) That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactory.* [20 USC 1412 Section 612 (a) (5), and its implementing regulation found at 34 C.F.R. 300.114 (a)].

1. The Upper Perkiomen School District understands the legal definition and requirements for least restrictive environment (LRE). The UPSD philosophy is that all students should have the opportunity to be educated with non-disabled peers to the greatest extent possible. This is evidenced through various processes and programs offered through the district. The UPSD implements a whole team approach when considering initial and change in placements for students with disabilities always beginning with the student's neighborhood school. At the elementary level, if a student is in need of a more specialized program, the team may consider the other elementary school where various additional programs are offered. Throughout this process the team is also looking at supplemental aids and services such as: paraprofessional support, modified curriculum/ and/or assignments, social skills instruction, assistive technology (IPad, augmentative devices; switches, Go Talk),

pre-teaching, reteaching, visual schedule, adaptive equipment (desks, seat, handwriting tools), staff professional development and/or Montgomery County Intermediate Unit supports such as assistive technology, autism specialist, hearing support or vision support. The district employs a full time social worker and behavior specialist who attend IEP meetings and building level planning meeting in order to support varied areas. When the team determines that a student is in need of a more restrictive environment to ensure meaningful education progress, other programs outside the district are considered. These may include IU specialized classrooms, approved private schools or other private placements. The director and assistant director of special education work closely with the team throughout this process and remain involved as LEA to ensure the student is placed correctly and needs are being met. These placements are part of an ongoing review to ensure students can transition back to their home district if appropriate. The district works very closely to ensure students who are placed in alternate settings are receiving the appropriate supplemental aide and services to achieve success in their setting. Many of our students have had a SETT assessment completed for assistive technology further allowing exploration and use of iPads, laptops, and other devices to ensure adequate access to curriculum.

2. Within the past three years, the Upper Perkiomen School District has implemented and opened a number of new classrooms and programs to expand their continuum of services.

The UPSD has implemented Multi-Tiered System of Supports (MTSS) at all buildings grades K - 12. The elementary schools are utilizing a Target Time block which addresses reading, writing and math. The middle school has incorporated a Quest Period which occurs for one period throughout the school day and addresses math, language arts, science, social studies and specific skills such as writing and reading. The staff has attended extensive professional development in data analysis, evaluation/assessment, data teams, differentiation and the development of individualized instruction using research-based materials to become effective remediators. The student groups are fluid and progress monitored on a regular basis.

The district opened and continues to operate various low incidence classrooms within UPSD. This includes a full continuum of supports and services for Autistic Support K - 12 throughout the district: two elementary, one middle level since 2013 - 2014 and one high school level AS classroom that opened the 2016 - 2017 school year. The district has worked closely with PATTAN for supports and services through the Autism Initiative, as well as the Montgomery County Intermediate Unit to support ongoing professional development within these programs. The Upper Perkiomen School District operates a middle school and high school level Life Skills classroom and runs a middle and high school level Emotional Support classroom with assistance and support from both the district employed social worker and behavior consultant specialist. Beginning in the 2013 - 2014 school year, UPSD began housing a MCIU Multiple Disabilities classroom. At the start of 2015 - 2016 school year, the Upper Perkiomen School District opened an MDS classroom at the high school level supporting students grades 9 through 12. The program and staff continue to receive ongoing supports and services from the MCIU as well as related services providers from UPSD. As the district continues to bring back students who are currently placed in Out of District Life Skills programs, we have seen an increase in students remaining and participating until they are 21 years of age. At the start of the 2017 - 2018 school year UPSD opened an 18 - 21 program to assist and support students within the district in the area of transition. The district has increased their transition services to include a variety of community based instruction programming with a focus on vocational skills and

functional academic training. UPSD also has students participate in the VOICES program at the Western Center Technology School, an MCIU program that assists and supports lower functioning students to learn skills required for a vocational job. Currently the school district is exploring the possibility of opening additional low incident level programs in the areas of MDS and Emotional Support at the elementary level. Data analysis will determine specific programming options for UPSD moving forward.

3. Below is a table of all Upper Perkiomen School District Out of District placed students by placement, school year and increase/decrease amount. Students not included in the table are placements for short term hospitalization/treatment facilities which typically only last for a period of 2 to 7 days. Students which attend private placements unilaterally chosen by the family are also not included.

<b>School Year</b>	<b>Total SE Out of District</b>	<b>Change ( +/- )</b>
2010-2011	64	
2011-2012	65	+1
2012-2013	57	-8
2013-2014	51	-6
2014-2015		
32	-19	
2015-2016	34	+2
2016-2017	30	-4
2017-2018	29	-1

#### **Analysis:**

Looking at the school years 2010 - 2011 through 2017 - 2018 school year for students placed in out of district programs, a definite decline trend has occurred as more programming and placements have become available within the district to provide appropriate programming for these students. Additionally, since the 2013 - 2014 school year when 51 students were placed outside of the district, this trend for students returning and remaining within the district has continued.

Transition plans for each student who returns to his/her home school have also been developed for each student since the start of the 2014 - 2015 school year. These individual plans support and assist with the student returning and successfully remaining within district.

The Upper Perkiomen School District-Wide Special Education Teams (Pupil Service Director, Assistant Special Education Director, Behavior Specialist and Related Service Directors) meet monthly to share and discuss building data, programming and current practices. Monthly special education department meetings are held at each building site to provide professional development as well as update and inform staff on any new procedures and processes within the Upper Perkiomen School District. Individual one to one meetings are also held monthly with each special education case manager and the building administrator, Assistant Director of Special Education and Director of Pupil Services and Special Education to review individual student progress, compliance and progress monitoring data to make any necessary revisions to student programming.

#### **UPPER PERKIOMEN SCHOOL DISTRICT ANALYSIS:**

**LEA MET SPP TARGETS FOR INDICATOR # 5, EDUCATIONAL ENVIRONMENTS**

<b><u>School Year</u></b>	<b><u>SE 80% or More</u></b>	<b><u>SE Less Than 40%</u></b>	<b><u>SE in Other Settings</u></b>
<b>2011 - 2012</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<b>2012 - 2013</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<b>2013 - 2014</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<b>2014 - 2015</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<b>2015 - 2016</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>

Analysis: The Upper Perkiomen School District special education administrative team has worked closely with special education teachers through monthly group and one to one meetings with special education case managers reviewing individual student data and educational environments, with a focus on students and least restrictive environment. SPP data shows UPSD has achieved annually the goal of SE Inside Regular Class Less Than 40% consistently from 2011 - 2016. For SE Inside Regular Class 80% or More, UPSD did not meet the SPP target from 2011 - 2015; however, for the 2015 - 2016 school year the district achieved the SPP target. SE students increased time inside the regular class from 53.8% in 2014 - 2015 to 63.1% in the 2015 - 2016 school year, an increase of 9.3%. Consistently meeting with case managers and analyzing student growth and progress will continue to assist with monitoring of all special education students and placement within the least restrictive environment. For SE in Other Settings, UPSD has not achieved the SPP target; however, reviewing the trend data from 2010 - 2011 to the present, it is evident students numbers show a decrease in special education students being placed in other settings.

***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.

The Upper Perkiomen School District's Board Policy 113. 2 and 113.2-AR includes all the mandated requirements under Section 14.133 of the State Board of Education, 22 PA.Code.Sec.14.133.

**Policy #113.2**

- Behavior Management: The behavior support programs includes a variety of techniques to develop and maintain skills that will enhance an individual student's or young child's opportunity for learning and self-fulfillment. Potential causes of behavior problems, such as physical or medical concerns, shall be reviewed and addressed prior to development of a behavior support program.

For each eligible student, as defined by federal or state law, who exhibits behavior problems which interfere with the student's ability to learn, including students identified as seriously emotionally disturbed, the IEP shall include provisions for a program of behavior support in accordance with applicable law.

School district policy school wide behavior management is saved in Data File/Required Documents.

### **113.2-AR**

is rules and regulations interpreting Board Policy of Behavior Supports (113.2) - Positive Behavior Support plan or Behavior Intervention Plan are plans developed 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 based on a Functional Behavioral Assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcement and other positive techniques to shape a student's behavior. Positive methods will be utilized to shape and reinforce a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

The Upper Perkiomen School District requires that all IEPs developed for children with learning-interfering behaviors include a functional behavioral assessment. If the data supports a need, the team develops a positive behavior support plan which is embedded within the IEP and goals are included to address the development of appropriate replacement behaviors and behavior interventions that emphasize the use of positive behavior teaching and shaping techniques. The use of restraints is considered a measure of last resort and permitted only when necessary to control acute behaviors that present a danger to the child or others and only when less measures have been tried and proven to have failed. The use of mechanical restraints is strictly forbidden. All staff has been educated to the contents of this policy. Any staff member who may have to restrain a student must be certified and hold a current certification in Quality Behavior Solutions (QBS).

The UPSD has the following interventions, supports and professional development in place:

- MTSS meetings to discuss individual student academics and behavior. If identified as a need, a team meeting with the parents is called to discuss and seek additional information relating to the behaviors of concern.
- UPSD has a full time Behavior Specialist employed by the district who facilitates a Functional Behavior Assessment (FBA). Upon the completion of the FBA, a Positive Behavior Support Plan (PBSP) is developed to systematically address the behaviors of concern and reinforce the use of appropriate replacement skills and strategies. The PBSP is shared with the staff working directly with the student. The Behavior Specialist is there to support our staff and students to ensure proper techniques are implemented.

- School psychologists are consulted and if needed provide additional support and intervention suggestions.
- UPSD has a full time Social Worker employed by the district that assists staff and parents in accessing community agencies and services for additional support that is aligned to the school interventions.
- Multiple training opportunities are provided to staff facilitated by PATTAN in the proper use of restraint. UPSD endorses the Quality Behavior Solutions (QBS) method. Initial 2-day and annual recertification sessions are offered multiple times throughout the school-year.
- The Behavior Specialist provides ongoing professional development to administrators, teachers and paraprofessionals throughout the school-year in large group and individual need basis
- Creative Health Services, contracted through the MCIU, in addition to various behavior health service providers offer in house therapy, guidance, and mental health services with parent permission. Service providers work closely with school teams to analyze progress and support transitions between programs and in school services.
- Required school SAP teams conduct meetings monthly to support the referral process for mental health, drug, and alcohol supports.

### *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 the services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Upper Perkiomen School District has implemented a continuum of services that spans K-12 throughout the district.

1. UPSD has provided and maintained a number of classrooms and programs within the past three years to meet the needs of our student population and to provide services in our neighborhood schools. UPSD has two elementary, one middle, and one high school autistic support classrooms. Our autistic support staff has worked with PATTAN to implement verbal behavior analysis programming such as VB Mapping into their curriculum and work very closely with a behavior specialist. A middle school and high school emotional support classroom/program is also in place, which includes support from the behavior specialist and social worker. UPSD has opened a life skills classroom in

both the middle and high school as well as an MDS classroom at the high school level. Additionally, when discussing an educational placement for a student, an IEP team meeting is held and all the available data is reviewed. UPSD utilizes an interagency collaborative model in order to meet the needs of our students. UPSD and the MCIU work closely together through a consultative model to support the continuing growth and fidelity of the low incidence programs.

2. UPSD has worked with outside agencies as well as the MCIU to assist in programming to meet the unique needs of our students. UPSD does not have a district operated partial hospitalization program but works with the MCIU and alternate placements to program for our students with severe mental health needs. UPSD attends monthly meetings of the Montgomery County Administrators for special education and pupil services and convenes interagency team meetings to address child specific issues, which has resulted in successfully placing students in classrooms located in nearby districts, in alternative education facilities, approved private schools partial hospitalization programs and in the most severe cases; a residential treatment facility. Additionally, to support students past the age of 18, an 18-21 transitional program has been opened at the high school and supports students in graduating with a high school diploma or high school equivalency. Transition services, outlined in Indicator 13 guidelines, are imbedded in all IEPs for students age 14 and up. Community based instruction occurs for these students to assist in life/functional skills and incorporates by curriculum and common core standards and IEP transition goals/plans.

3 UPSD is exploring options at the elementary level in the area of MDS (Multi-Disabilities Support). This will allow the district to offer a broader continuum of services within district. Special education staff members will be trained in the area of social, emotional, and behavioral skills instruction to further support students within our setting. Additionally, licenses have been obtained for each building to continue and expand the School Based Outpatient Program to support mental health needs.

4. Finally, blended cyber school programs offered in house at UPSD are currently being offered through APEX and Edgenuity online platforms. This assists all students, inclusive of special education, in credit recovery and a more streamlined path to graduation.

### *Strengths and Highlights*

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

The Upper Perkiomen School District provides a continuum of programs that span K-12 that include a range of services always striving for the least restrictive environment (LRE).

#### **Continuum of Programs and Services:**

UPSD has two elementary schools: Marlborough and Hereford, one Middle School and one High School.

#### **Autistic Support:**

Currently we have two elementary autistic support classrooms, one middle school autistic support classroom, and one high school autistic support classroom. The elementary autistic support classrooms are both housed at Hereford Elementary School and are divided by grades K-2 and 3-5. These classes are open to students whose neighborhood school is Marlborough Elementary. A

Middle School Autistic Support Classroom serves grades 6-8. The High School Autistic Support Classroom services grades 9-12. All teachers and paraprofessionals receive ongoing specialized training in Verbal Behavior Analysis (VBA) through PATTAN and the MCIU. Staff is implementing Verbal Behavior Milestones Assessment and Placement Program (VBMAPP) assessment, which measure a student's ability to use language and compares their independent level to developmental milestones for typical stages of development. Teachers are working with the MCIU Behavior Consultant to complete Functional Behavior Assessments (FBA) and develop Positive Behavior Support Plans (PBSP). Teachers are receiving training in their classrooms to learn the appropriate data collection tools and understand the behavior principles for writing PBSP and revising them as needed.

**Life Skills Support:**

UPSD currently has a middle school and a high school life skills classroom that provides services for our students in grades 6 through 12+. We continue to increase our Community Based Instruction (CBI) through working in house with district job coaches and Indicator 13 consultant through the MCIU. Skills that are addressed are based upon the individual student's transition needs and plans. Functional academic skills are provided and then generalized and reinforced through CBI activities. Students have multiple opportunities within the high school setting as well as vocational activities in the community to prepare them for post graduate life. UPSD has become part of a VOICES program at the Western Center Technology School which assists lower functioning students to learn skills required for a vocational job. This program has been successful and we hope to expand this to provide opportunities to more of our students.

**Emotional Support:**

UPSD offers a range of services, programming and support for students who are identified with emotional and behavioral needs. Currently we have one Middle School and one High School emotional support classroom. Although our two elementary buildings do not currently have emotional support classrooms the staff works very closely with the behavior specialist and outside mental health agencies to ensure student needs are being met. A continuum of supports has been developed throughout the levels to meet the needs of the students with significant behaviors. Essential team members are utilized such as behavior specialist, counselor, and social worker to provide professional development and guidance to develop programs and strategies for these students. The goal is to integrate these students back into the least restrictive environment and limit the need for outside placements. The staff receives ongoing professional development in functional behavior assessments, coping strategies, autism, self-regulation, positive reinforcement and data collection and analysis. An emotional support program is being explored at the elementary level.

**Learning Support:**

UPSD offers a continuum of support for the students identified with a learning disability that address basic academic, behavior and organizational deficits utilizing research-based programs. We have itinerant, supplemental and full-time levels supports for grades K-12. Students are continually progress monitored on their goals within their IEP and revisions are implemented according to the data and needs of the students. UPSD offers an array of evidence-based programs such as System 44, Read 180, SRA Reading mastery Classic (K-5), SRA Corrective Reading (3-12), SRA Language for Learning (K-5), Saxon Math (K-5), Wilson Reading (K-12), and Read Naturally (K-12). Examples of



UPSD progress monitoring tools are Fountas and Pinnell (F&P for reading), AIMsWeb Probes for reading (letter identification, fluency, comprehension) math (computation and concepts and application) and writing, Study Island (reading and math). Technology continues to grow to implement current programs to address student needs. Monthly special education meetings are held to discuss current struggles and a variety of strategies to assist teachers and paraprofessionals. Special education teachers also attend building level data team meetings so they are abreast of student concerns, current practices and grade level content material.

**Multiple Disabilities Support:**

During the 2013-14 school year, UPSD partnered with the MCIU to open an MDS classroom at the High School. This program has been taken over by the UPSD and continues to provide support for these students. The MDS class participates in community based trips and activities with our high school life skills class which will further integrate them within the community. An elementary MDS classroom is being explored at the elementary level.

**Paraprofessionals:**

Currently UPSD has 52 paraprofessionals who are all highly qualified. We have both 1:1 aides and program aides in each of our four buildings. In accordance with Chapter 14 regulations all of our paraprofessionals have completed a minimum of 2 years postsecondary education or possess an associate degree or higher or have met a rigorous standard of quality as demonstrated through the Pennsylvania's Paraprofessional Credential of Competency. Each of our paraprofessionals are required to complete 20 hours of professional development annually. All professional development training opportunities must be related to a minimum of one of the ten Core Paraprofessional Standards listed below:

1. Foundations of Special Education
2. Development of Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments
6. Language
7. Instructional Planning
8. Assessment
9. Professional and Ethical Practice
10. Collaboration

# Assurances

---

## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

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

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

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

*There are no facilities.*

### Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
MCIU	Other	MCIU Multiple Disabled Support Classroom, Life Skills Support Classroom and Emotional Support	5
Camphill School	Approved Private Schools	Life Skills Support, Multiple Disabilities Support	4
Centennial School	Approved Private Schools	Emotional Support	3
Devereux Schools	Approved Private Schools	Autistic Support	1
PA School for the Deaf	Approved Private Schools	Deaf/Hearing Support	1
Wordsworth School	Approved Private Schools	Emotional Support	1
Community Service Foundation (CSF)	Special Education Centers	Emotional Support	5
Lakeside Educational	Instruction in the Home	Learning Support	1
Life Works	Other	Emotional Support	1
Vantage School	Neighboring School Districts	Emotional Support	1
AEDY	Other	Learning Support	1
Pathway	Approved Private Schools	Emotional Support, Life Skills Support	3
CCIU	Other	Emotional Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* December 13, 2017

*Reason for the proposed change:* Change is due to caseload numbers updated for the 2017 - 2018 for vision support.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 8	1	0.05
Justification:				
Locations:				
Hereford 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	8	0.95
Justification: Students are not instructed together if the age range is beyond 3 years.				
Locations:				
Hereford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* December 13, 2017

*Reason for the proposed change:* The changes are due to numbers increasing or decreasing within the Itinerant and Supplemental level of support programs.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	16 to 20	3	0.5
Justification:				
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	17 to 18	3	0.5

Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 13, 2017*Reason for the proposed change:* The changes are due to increases and decreases in caseload numbers within programs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 20	6	0.94
Justification: Students are not instructed together beyond the four year age limit.				
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 16	1	0.06
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 13, 2017*Reason for the proposed change:* The change is based on student programs and the changes on both itinerant and supplemental level of supports increasing and decreasing.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	51	0.81
Justification: Students are not instructed together if the age range is beyond three years.				
Locations:				
Hereford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 20	12	0.19

Justification: Students are not instructed beyond the four year age range.				
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 13, 2017*Reason for the proposed change:* Student caseloads have changed for the 2017 - 2018 school year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	40	0.66
Justification: Students are not instructed together if over the three year age range.				
Locations:				
Marlborough Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 20	21	0.34
Justification: Students are not instructed together if the age range is greater than four years.				
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 13, 2017*Reason for the proposed change:* The change is due to caseload numbers and percentages.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 17	2	0.07
Justification: The students are not scheduled or seen by the hearing therapist for instruction outside of the 3 year age range.				
Locations:				
Upper Perkiomen High School	A 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	0.03
Locations:				
Upper Perkiomen Middle School	A Middle 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	10 to 10	1	0.03
Locations:				
Hereford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* December 13, 2017

*Reason for the proposed change:* The proposed change is due to case load numbers for the 2017-2018 school year as well as level of support.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	9	0.63
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	6	0.37
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #8**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* December 13, 2017

*Reason for the proposed change:* Change is due to updated caseload numbers for both Itinerant and Supplemental level students.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14	1	0.08



Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 17	2	0.08
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 17	24	0.84
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #9

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* December 13, 2017

*Reason for the proposed change:* Change is due to updated caseload numbers for both Itinerant and Supplemental level students.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	17	0.87
Locations:				
Hereford 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	1	0.13
Locations:				
Hereford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #10

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* December 13, 2017

*Reason for the proposed change:* Change is due to updated caseload numbers for both Itinerant and Supplemental level students.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	15	1

Justification: Students are not instructed together if the age range is beyond 3 years.				
Locations:				
Hereford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 13, 2017

*Reason for the proposed change:* The reason for the proposed change is due to current student caseload. Students within this Program Position require both Itinerant and Supplemental levels of support.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	5	0.15
Justification: The students are not scheduled or seen by the special education teacher for instruction outside of the 4 year range.				
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	11	0.85
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 13, 2017

*Reason for the proposed change:* The reason for the proposed change is due to current student needs within the Life Skills Support classroom. At the present time students require a supplemental level of support. The caseload numbers have also changed for the 2017-2018 school year.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	8	1
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016

*Reason for the proposed change:* The reason for the proposed change is based upon student needs. Students receiving support from this Program Position require both Itinerant and Supplemental Learning Support.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	2	0.05
Justification: The students are not scheduled or seen by the special education teacher for instruction outside of the 4 year age range.				
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	0.95
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	21	0.68
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.32
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #15***Operator:* School District

**PROGRAM DETAILS***Type: Class**Implementation Date: December 13, 2017**Reason for the proposed change: The students are not scheduled or seen by the special education teacher for instruction outside of the 3 year range.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	11	0.75
Locations:				
Upper Perkiomen Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	9	0.25
Locations:				
Upper Perkiomen Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #16***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: December 13, 2017**Reason for the proposed change: The changes are due to increases and decreases for caseloads for both itinerant and supplemental level support programs.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	19	0.88
Locations:				
Upper Perkiomen Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	1	0.12
Locations:				
Upper Perkiomen Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #17***Operator: School District***PROGRAM DETAILS***Type: Class*

*Implementation Date:* December 18, 2017

*Reason for the proposed change:* Reason for change is due to student caseload numbers.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	6	1
Locations:				
Upper Perkiomen Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #18**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* December 13, 2017

*Reason for the proposed change:* The reason for the proposed change is the level of support will contain both Itinerant and Supplemental level students within the Program Position.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	20	0.8
Locations:				
Upper Perkiomen Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.2
Locations:				
Upper Perkiomen Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #19**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* December 13, 2017

*Reason for the proposed change:* The reason for the proposed change is the level of support has changed to include both Itinerant and Supplemental levels of support.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	5	0.12

Locations:				
Upper Perkiomen Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	14	0.88
Locations:				
Upper Perkiomen Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #20**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* December 13, 2017

*Reason for the proposed change:* The special education case manager is working with students on both the Itinerant and Supplemental level of support and numbers have changed for the 2017 - 2018 school year.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 13	8	0.62
Locations:				
Upper Perkiomen Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 14	2	0.38
Locations:				
Upper Perkiomen Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #21**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* December 13, 2017

*Reason for the proposed change:* Reason for proposed change is the level of support will be both Itinerant and Supplemental for the Program Position.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	2	0.16

Locations:				
Upper Perkiomen Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 15	7	0.84
Locations:				
Upper Perkiomen Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 13, 2017*Reason for the proposed change:* The caseload numbers have changed for the 2017-2018 school year for both itinerant and supplemental support programs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	15	1
Locations:				
Upper Perkiomen Middle School	A Junior High School Building	A building in which General Education programs are operated		

**Program Position #23***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 13, 2017*Reason for the proposed change:* The caseload numbers have changed for both supplemental and itinerant level support programs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	13	1
Locations:				
Upper Perkiomen Middle School	A Junior High School Building	A building in which General Education programs are operated		

**Program Position #24***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	7	0.54
Justification: The students are not scheduled or seen by the special education teacher for instruction outside of the 3 year range.				
Locations:				
Hereford 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	6	0.46
Justification: The students are not scheduled or seen by the special education teacher for instruction outside of the 3 year range.				
Locations:				
Hereford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #25***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 13, 2017*Reason for the proposed change:* Caseload numbers have changed for both itinerant and supplemental level students for the 2017-2018 school year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	12	0.83
Justification: Students are not instructed together if the age range is beyond 3 years.				
Locations:				
Hereford 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 6	1	0.17
Locations:				
Hereford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #26***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----



Itinerant	Learning Support	5 to 7	8	0.76
Locations:				
Hereford 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 5	1	0.24
Locations:				
Hereford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #28

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* December 13, 2017

*Reason for the proposed change:* The program position contains supplemental and itinerant level students and caseload numbers have changed for 2017-2018.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 18	14	0.58
Justification: Students are not instructed together if they are beyond the four year age limit.				
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 18	4	0.42
Justification: Students are not instructed together if the age limit is beyond four years.				
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #29

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* December 13, 2017

*Reason for the proposed change:* Caseload numbers have changed for the 2017-2018 school year as well as numbers for itinerant and supplemental levels of support.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	3	0.52
Locations:				

Marlborough 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	Learning Support	5 to 7	7	0.48
Locations:				
Marlborough Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #30***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* The change is due to caseload numbers for the 2017-2018 school year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	14	0.74
Justification: Instruction does not occur for students beyond the 4 year age limit				
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	2	0.26
Justification: The age range of instruction is not beyond the 4 year age limit.				
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #31***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 13, 2017*Reason for the proposed change:* Change in caseload numbers for the 2017 - 2018 school year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 7	2	0.08
Locations:				
Hereford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #32***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 14, 2017*Reason for the proposed change:* Caseloads numbers and building locations have changed for speech therapists for the 2017-2018 school year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	41	0.8
Locations:				
Upper Perkiomen Middle School	A Middle 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 11	10	0.2
Justification: No students are instructed beyond the 3 year age limit.				
Locations:				
Hereford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #33***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 12, 2017*Reason for the proposed change:* The case manager is working with only Itinerant level support students at this time.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	12	1
Locations:				
Marlborough Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #34***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 13, 2017*Reason for the proposed change:* The support level has changed to both Supplemental and Itinerant level students within the Program Position.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	6	0.65
Locations:				
Marlborough 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	Learning Support	10 to 11	8	0.35
Locations:				
Marlborough Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #35

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* August 29, 2016

*Reason for the proposed change:* The proposed change occurred due to need for K to 2 and 3 to 5 autistic supports programs to remain within the same elementary building to continue ease of transition for students grades 2 to 3. The proposed change was also needed due to current student numbers within the elementary sites between both elementary buildings.

*Present Class Location:* Marlborough Elementary School, Room 42

*Proposed Class Location:* Hereford Elementary School, Room 24

*Length of time class has been in present location:* 7 years

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	4	0.75
Locations:				
Hereford 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	Autistic Support	5 to 7	2	0.25
Locations:				
Hereford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #36

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	5	1
Locations:				
Marlborough Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #38***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 22, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 21	2	0.42
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	6	0.58
Locations:				
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Director of Pupil Services and Special Education	Central Office	1
Assistant Director of Special Education	Central Office	1
Pupil Service Department Administrative Assistant	Central Office	1
Psychologists	District Buildings	3.5
Paraprofessionals	District Buildings	53
PIMS/STUDENT DATA ASSISTANT ACCESS/PUPIL SERVICES	Central Office	1

**Special Education Contracted Services**

Special Education Contracted Services	Operator	Amt of Time per Week
Pediatric Therapeutic Services: Occupational Therapy & Physical Therapy	Outside Contractor	5 Days



# Needs Assessment

---

## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

The data indicators utilized (PVAAS, MAP, CBA) indicate that the instruction students are receiving is yielding growth across all assessed grade levels; however, our achievement scores continue to need improvement.

Perceptual data from staff, students, and community members indicate that there is a need across all schools to address the climate, culture, and discipline practices at each respective school building.

## District Accomplishments

### Accomplishment #1:

---

Upper Perkiomen high school graduation rate increased to 94% in the 2016-2017 school year, it's highest rate to date.

### Accomplishment #2:

---

The Upper Perkiomen School District has implemented a continuum of special education services that spans K-12 throughout the district.

1. UPSD has provided and maintained a number of classrooms and programs within the past three years to meet the needs of our student population and to provide services in our neighborhood schools. UPSD has two elementary, one middle, and one high school autistic support classrooms. Our autistic support staff has worked with PATTAN to implement verbal behavior analysis programming such as VB Mapping into their curriculum and work very closely with a behavior specialist. A middle school and high school emotional support classroom/program is also in place, which includes support from the behavior specialist and social worker. UPSD has opened a life skills classroom in both the middle and high school as well as an MDS classroom at the high school level.

### Accomplishment #3:

---

Blended cyber school programs offered in house at UPSD are currently being offered through the Edgenuity online platforms. This assists all students, inclusive of special education, in credit recovery and a more streamlined path to graduation.

#### **Accomplishment #4:**

UPSD has worked with outside agencies as well as the MCIU to assist in programming to meet the unique needs of our students. UPSD does not have a district operated partial hospitalization program but works with the MCIU and alternate placements to program for our students with severe mental health needs.

#### **Accomplishment #5:**

The Upper Perkiomen High School was named to the AP Honor Roll in 2017 for a greater than 10% increase in AP offerings for UPSD students.

#### **Accomplishment #6:**

At Marlborough Elementary, PVAAS growth indicates the following:

- 5th Grade ELA and MATH performance for the past 3 years has consistently met or exceeded the the standards
- 4th Grade Mathematics performance demonstrated an increased from 46% to 60% of students that met or exceeded the standards.

#### **Accomplishment #7:**

At Hereford Elementary:

- In the area of mathematics all learners grew beyond the PA Academic growth targets in grades 3 and 4: increase in P/A by 5% and 11% respectively.
- On the ELA PSSA assessment, in Grade 5, there was a 5% increase in students who scored at the advanced performance level.

## **District Concerns**

#### **Concern #1:**

Absence of a K-12 curriculum that is standards aligned and has reliable and valid assessments of student learning.

#### **Concern #2:**



District and school data reveals the need to increase the percentage of students who are proficient and advanced in subject areas as measured by the state assessment.

### Concern #3:

The absence of a K-12 approach to establishing a climate and culture of excellence along with the establishment of school-wide positive behavioral support structures within the schools to enhance student achievement and graduation rates while reducing behavioral infractions and student disengagement.

## Prioritized Systemic Challenges

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

### Aligned Concerns:

District and school data reveals the need to increase the percentage of students who are proficient and advanced in subject areas as measured by the state assessment.

Absence of a K-12 curriculum that is standards aligned and has reliable and valid assessments of student learning.

**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:

District and school data reveals the need to increase the percentage of students who are proficient and advanced in subject areas as measured by the state assessment.

Absence of a K-12 curriculum that is standards aligned and has reliable and valid assessments of student learning.

**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.

**Systemic Challenge #4** (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Systemic Challenge #5** (*Guiding Question #6*) Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

**Systemic Challenge #6** (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

The absence of a K-12 approach to establishing a climate and culture of excellence along with the establishment of school-wide positive behavioral support structures within the schools to enhance student achievement and graduation rates while reducing behavioral infractions and student disengagement.

# District Level Plan

---

## Action Plans

**Goal #1: K-12 Alignment** Create a comprehensive and systematic system for benchmarking student performance across academics, behavior, and social skill areas which is paired with strategic interventions and aligned to a uniform procedure for evaluating eligibility for special education or 504 services.

### Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

### Indicators of Effectiveness:

Type: Annual

Data Source: Comparative analysis of MDE referrals and eligibility determination

Specific Targets: Formalize K-12 MTSS (RtII) procedures with accompanying standardized forms (student performance against expected standards; intervention data collection forms; referral documents) in adherence with child find obligations.

(Year 1)

Type: Annual

Data Source: Teacher feedback

## Review of student growth data

Specific Targets: Conduct an intervention audit that is aligned to specific skill deficit areas (academic: reading/math, behavior, speech and language, social skills and executive functioning). Assess intervention effectiveness and identify the need for additional resources (Year 1)

Type: Annual

Data Source: Teacher feedback

Data incorporated in the MDE referral process.

Specific Targets: Provide professional staff access to a technology based analytic data collection/interpretation system to facilitate meaningful data discussion at MTSS meetings. (Year 1)

Type: Annual

Data Source: Repeat of PDE Guiding Question Survey

Specific Targets: Conduct focus group discussions at each building to elicit feedback on the MTSS model. (Year 1)

Type: Annual

Data Source: Comparative analysis of previously written 504 plans to newly written 504 plans

Specific Targets: Implement formal 504 evaluation process to ensure adherence to 504 regulations and child find obligations. (Year 2)

Type: Annual

Data Source: Reduction of disciplinary exclusions from the high school.

Reduction of alternative placement expenditures.

Specific Targets: Expand on the personalized learning opportunities for at-risk students at the high school. At-risk program to focus on blended learning opportunities, expansion of credit recovery, and integration of social/emotional/behavioral supports as needed (Year 1)

Type: Annual

Data Source: Teacher Feedback

Review Safe School Disciplinary Data

Specific Targets: Mid-Year/End of Year review of school-based at-risk program at the high school. (Year 1, 2, and 3)

Type: Annual

Data Source: Repeat PDE guiding question survey associated with K-12 alignment of benchmarking and intervention deployment.

Specific Targets: Formalize changes of MTSS protocol implemented 2018 - 2019, as result of June 2019 Workshop. Adjust model as needed to align with new grade configurations at the K-5 level. (Year 2)

Type: Annual

Data Source: Repeat PDE guiding question survey associated with K-12 alignment of benchmarking and intervention deployment.

Specific Targets: MTSS Monitoring of implemented process in adherence with child find obligations (Year 2)

Type: Annual

Data Source: Teacher Feedback

Review Safe School Disciplinary Data

Specific Targets: Mid-Year/End of Year review of school-based at-risk program at the high school. (Year 1, 2, and 3)

### ***Strategies:***

#### ***Multi-Tiered Systems of Support (MTSS-RtII)***

##### **Description:**

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support \(MTSS\)](#))

**SAS Alignment:** Instruction

#### ***Curriculum Mapping***

##### **Description:**

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

**SAS Alignment:** Curriculum Framework

## *Credit Recovery Program*

### **Description:**

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Credit Recovery: Exploring Answers to a National Priority](#) , [Credit-Recovery Programs](#))

**SAS Alignment:** Curriculum Framework, Instruction

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

*Fully implement at Multi-Tiered System of Supports at each UPSD building.*

### **Description:**

Core or Instructional Support Teams at each building will utilize school data provided in the data warehouse (Linkit) to analyze student performance.

Teams will identify students in need of academic/behavioral/ social-emotional interventions.

**Start Date:** 8/20/2018    **End Date:** 6/30/2020

**Program Area(s):** Professional Education, Special Education, Student Services

### **Supported Strategies:**

- Multi-Tiered Systems of Support (MTSS-RtII)
- Curriculum Mapping
- Credit Recovery Program

## *Behavior Support*

### **Description:**

The Upper Perkiomen School District will continue to increase staff and parent knowledge in the area of behavior support through on-going professional development.

**2018 - 2019:** Special education teachers and guidance counselors will be trained to facilitate social, emotional, and behavioral direct instruction groups in order to assist in developing positive behavior support plans (PBSP), goal writing and data collection strategies

for progress monitoring. Professional development will also be provided to the administrators and paraprofessionals on positive behavior supports and replacement behaviors. Each building will identify key staff members to remain certified in "Safety Care", known as QBS. Participants may include special education teachers who work with high need students that exhibit intense behaviors, administrators, paraprofessionals, and regular education staff.

QBS is a behavioral management system that is rooted in ABA (Applied Behavior Analysis). Participants will continue to learn strategies and techniques for dealing with behavioral problems. Participants will also learn a sequence of interventions from verbal prompts and protective stances up to and including how to physical manage and transport a student experiencing a behavioral crisis. There is a strong focus on the de-escalation of behaviors so that a physical intervention becomes less necessary.

Youth Mental Health First Aid is a nationally recognized, evidenced based curriculum designed to give members of the public key skills to help individuals in crisis. UPSD has trained two staff members in the area of Mental Health First Aide. The trainers will continue to provide on-site professional development to UPSD staff. Participants will gain knowledge in identifying risk factors and warning signs of mental health problems, an understanding of the importance of early intervention , and teaches individuals how to help someone in crisis or experiencing a mental health challenge.

**2019-2020:** Select crisis team members in each building will be trained, in collaboration with the district social worker, in Trauma-Informed Care. Trauma Informed Care is an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Trauma Informed Care also emphasizes physical, psychological and emotional safety for both consumers and providers, and helps survivors rebuild a sense of control and empowerment.

**2018-2021:** Continued training and evaluation of the district and individual building's behavior support system. A survey will be conducted and distributed to identify current practices in place and need areas for future training opportunities. The district level behavior specialist will continue to provide assistance and training to UPSD staff in the following areas:

- Functional Behavior Assessments (FBAs) and Functional Analysis (FA)
- Positive Behavior Support Plans (BIPs)
- Consultation and direct support to the Emotional Support, Life Skills, Autistic Support, Learning Support and Regular Education classrooms at all levels and out of district placements
- Consultation with Occupational Therapists and Speech/Language Pathologists
- Consultation and collaboration with outside agencies and wrap around service providers
- Assist with evaluations and the development of behavior goals for the IEP

The district social worker will continue to assist and expand our knowledge to promote student achievement and graduation rates for our most challenging students. They will



support staff in professional development to promote student self-advocacy skills, stress management and anger management to assist in the elimination of truancy and mental health crises. SAP (Student Assistant Program) Teams are established in each of the buildings. With the support of the district social worker, analysis of referrals and further needs will be completed.

**Start Date:** 7/1/2018    **End Date:** 6/30/2021

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

**Supported Strategies:**

- Multi-Tiered Systems of Support (MTSS-RtII)

**Goal #2:** Special Ed Goal: District Transition Programming To strategically embed transition activities for students with disabilities K-age 21 to prepare them for college, career, and meaningful participation in their community following completion of their program within the Upper Perkiomen School District. Upper Perk Works Program

**Related Challenges:**

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Completion of Post-Training Survey by parents, staff and community

Specific Targets: Presentation of Parent Training Session focusing on supports and services to assist students and families for postsecondary and beyond. (Year 1)

Type: Annual

Data Source: Director and Assistant Director review of Compliance Checklists, RR and IEP documentation

Specific Targets: Conduct Professional Development Training for all special education teachers two times annually in the area of transition (Year 1)

Type: Annual

Data Source: Alignment between framework and student IEPs.

MCIU representative will review special education staff IEPs 1X annually

Specific Targets: Development of a Transition Service Framework K-age 21

(Identifying required transition activities per grade-aligned with Act 339 activities and college and career standards) (Year 1)

Type: Annual

Data Source: Increased compliance and quality of transition section of student IEPs. (MCIU)

Specific Targets: Evaluate current program and formalize needed changes to the Tiered High School Transition Program and aligned resources (transportation, job coaching, skills checklists) (Year 1)

Type: Annual

Data Source: Teacher and parent feedback on elementary transition activities

Specific Targets: Develop an outline of elementary level transition activities for current low incidence classrooms as a tie in to secondary transition requirements (Year 1)

Type: Annual

Data Source: Increased number of community work-training sites for the Upper Perkiomen School District Transition Program.

Specific Targets: Continue to develop partnerships with local community sites and workplaces to establish community partners for the Transition Program. (Year 1, 2 and 3)

Type: Annual

Data Source: Quarterly meetings w/Director, Asst. Director, Transition Coordinator and Life Skills Teacher

Specific Targets: Expansion and continued implementation of K-age 21 continuum of transition services and supports in the area of CBI (Community Based Instruction (Year 1, 2 and 3)

Type: Annual

Data Source: Parent Survey

Specific Targets: Obtain Parent Feedback regarding graduate student outcomes in order to analyze Transition Program effectiveness. (Year 2)

Type: Annual

Data Source: Secondary Special Education Staff and Parent Survey

Specific Targets: Mid-Year and End of-Year Team Program Review

Review program implementation and ensure appropriate resource allocations

Obtain current Parent AND Student Feedback on program effectiveness (Year 1, 2, and 3)

***Strategies:***

*Pennsylvania Career Education and Work Standards Toolkit*

**Description:**

This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards. The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. (Sources: [PA Career Standards](#))

**SAS Alignment:** Materials & Resources

*Family Engagement***Description:**

To ensure that every child reaches academic proficiency in core academic disciplines regardless of zip code, economic status, race, ethnicity or disability, schools and districts need to consider the importance of parent engagement. Research clearly points to a strong correlation between parent involvement and student achievement (Epstein, 2005; Furger, 2006; Henderson & Berla, 1994; Henderson & Mapp, 2002). When schools implement intentional and intensive parent engagement strategies, there is a significant rise in student achievement scores (Redding, et al., 2004). PaTTAN, in partnership with the Bureau of Special Education, provides training and technical assistance to local education agencies (LEAs) in planning for continuous improvement and effective family engagement. (Sources: [Family Engagement](#) , [Top Five Reasons Schools Need to Engage Parents](#))

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

***Implementation Steps:****Transition***Description:**

On-going professional development in secondary transition will be completed with our middle school and high school special education teachers, paraprofessionals, administrators and parents.

**2018-2019:** UPSD will evaluate current resources and practices for transition planning. A survey will be developed and completed by the secondary special education teachers to establish areas for additional professional development. Special attention will be given to feedback related to completed MCIU transition training. Complete the post-exit survey for students who are one year out of high school. Compile a spreadsheet including student names, transition goals and current employment/schooling. The Special Education Director will work with the

secondary special education staff to create a master list of assessments used for transition planning. Additionally, students participating in CBI (Community Based Instruction) and the UPSD Work Program will be reviewed and data compiled related to goal progress, work readiness skills, transition into full time employment, and use of career and technical centers for furthering interest levels.

**2019 - 2021**: Work with PATTAN and the MCIU to continue training webinars and in-house coaching for our secondary staff in the transition process including writing effective transition goals, self determination/advocacy curriculum, preparation for the Keystone exams, and cross curricular activities. Working with PATTAN to implement the "Road Map for Secondary Transition" for our middle school and high school special education and guidance staff. Additionally, special education staff will work closely with the ACT339 team to ensure career readiness skills and focused implementation of transitional goals and services.

**Start Date:** 7/1/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Special Education, Student Services

**Supported Strategies:**

- Pennsylvania Career Education and Work Standards Toolkit
- Family Engagement

**Goal #3: Caring and Responsive Culture:** Establish a district system that fully ensures each member of the district community promotes, enhances, and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Related Challenges:**

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Alignment between parent need and planned parent training evenings

Specific Targets: Survey parents to identify desired areas for training

(Year 1)

Possible parent training sessions:

- Mental Health & Family Supports
- Special Education & IEP Meetings

Type: Annual

Data Source: Completion of Post-Training Survey by parents and staff

Specific Targets: Creation of formal parent training program with monthly offerings (i.e. Parent University) focusing on supports and services to assist students and families for development of positive culture within UPSD (Year 1, 2 and 3)

Type: Annual

Data Source: Update of implementation guide at each meeting to assess process. Work towards implementation checks for all components.

Specific Targets: District level PBIS meetings (3) to review implementation progress and tie in of special education supports/services (Year 1, 2 and 3)

Type: Annual

Data Source: Staff Survey following PD training session

Specific Targets: Conduct Professional Development Training for all staff annually in the area of IDEA, FAPE, LRE; presentation conducted by legal firm (Year 1, 2 and 3)

Type: Annual

Data Source: Staff Survey following PD training session

Specific Targets: Conduct Professional Development Training for all staff annually in the area of Behavior and Student Supports, presentation conducted

(Year 1, 2 and 3)

Type: Annual

Data Source: Staff Survey following PD training session

Goal progress monitoring data and teacher/staff feedback

Specific Targets: Implement PBIS program for grades K-8 (i.e. Positive Action, Second Step, Caring School Communities) to support all students tier 1, 2 and 3 in the area of social, emotional, behavioral needs (Year 2)

Type: Annual

Data Source: Staff Survey following PD training session

Goal progress monitoring data and teacher/staff feedback

Specific Targets: Focused implementation of professional development and supports for social, emotional, and behavioral deficits including:

Guidance support

Special Education teacher direct instruction support (tier 3 program)

Psychological Counseling

(Year 1, 2, 3)

Type: Annual

Data Source: Teacher feedback

Review of progress monitoring data and safe school disciplinary data

Specific Targets: Mid-Year/End of Year review of all implemented services and supports in each school.  
(Year 3)

### **Strategies:**

#### *Family Engagement*

##### **Description:**

To ensure that every child reaches academic proficiency in core academic disciplines regardless of zip code, economic status, race, ethnicity or disability, schools and districts need to consider the importance of parent engagement. Research clearly points to a strong correlation between parent involvement and student achievement (Epstein, 2005; Furger, 2006; Henderson & Berla, 1994; Henderson & Mapp, 2002). When schools implement intentional and intensive parent engagement strategies, there is a significant rise in student achievement scores (Redding, et al., 2004). PaTTAN, in partnership with the Bureau of Special Education, provides training and technical assistance to local education agencies (LEAs) in planning for continuous improvement and effective family engagement. (Sources: [Family Engagement](#) , [Top Five Reasons Schools Need to Engage Parents](#))

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

#### *Culturally Competent Mental Health Services in the Schools: Tips for Teachers*

##### **Description:**

Specifically culturally competent mental health services are policies and practices that enable school personnel to effectively address the social, behavioral, and mental health needs of students from diverse cultures. (Sources: [Culturally Competent Mental Health Services in the Schools: Tips for Teachers](#))

**SAS Alignment:** Safe and Supportive Schools



## *Pennsylvania's Schoolwide Positive Behavior Support System*

### **Description:**

Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. (Sources: [Positive Behavioral Interventions & Supports](#) , [Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: An Introduction](#) , [Pennsylvania's Schoolwide Positive Behavior Support System: An Introduction](#))

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

### *SAS: Safe and Supportive Schools*

### **Description:**

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. (Sources: [SAS: Safe and Supportive Schools](#))

**SAS Alignment:** Safe and Supportive Schools

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

#### *Implementation of School-Wide Positive Behavior Support Plans*

### **Description:**

All buildings within the district will either continue or begin the process of developing plans for the implementation school-wide positive behavior supports systems within the respective buildings.

**Start Date:** 8/20/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Student Services

### **Supported Strategies:**

- Culturally Competent Mental Health Services in the Schools: Tips for Teachers

- Pennsylvania's Schoolwide Positive Behavior Support System
- SAS: Safe and Supportive Schools

**Goal #4:** To develop and deploy a clearly articulated K-12 curriculum that is aligned to PA Common Core Standards, that have high quality assessment to evaluate instructional effectiveness and is easily accessible to the professional staff.

**Related Challenges:**

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: Curriculum Warehouse

Linkit (Data warehouse tool to analyze all data sets)

Specific Targets: Comparative analysis between student performance on curriculum-based assessments, benchmark assessments, and standardized assessment. Specifically looking at the correlation between those assessment instruments.

Type: Annual

Data Source: Curriculum Warehouse

Linkit (Data warehouse tool to analyze all data sets)

Specific Targets: Alignment between instructional Topic MAP (specifically learning targets and learning events) to ensure effective instruction as measured by summative assessments.

**Strategies:**

*Curriculum Mapping*

**Description:**

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

**SAS Alignment:** Curriculum Framework

*SAS: Curriculum*

**Description:**

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program - The Glossary of Education Reform. SAS: Curriculum offers various resources for educators to use when building and mapping curriculum. (Sources: [SAS: Curriculum](#))

**SAS Alignment:** Curriculum Framework

*Common Assessments - Using Student Achievement Data to Support Instructional Decision Making*

**Description:**

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

**SAS Alignment:** Assessment

*SAS: Assessments*

**Description:**

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students - The Glossary of Education Reform. SAS: Assessments offer resources to help educators with assessing students. (Sources: [SAS: Assessments](#))

**SAS Alignment:** Assessment

*Common Assessments - Using CFAs to Improve Teaching and Learning*

**Description:**

Video - Creating and using common formative assessments to improve student performance.  
(Sources: [Using CFAs to Improve Teaching and Learning](#))

**SAS Alignment:** Assessment

*Using Student Achievement Data to Support Instructional Decision Making*

**Description:**

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

**SAS Alignment:** Assessment, Instruction

**Implementation Steps:**

*Develop standards-aligned topic maps to further the develop the Unit Maps (units of study) that were developed during the 2017-2018 school year.*

**Description:**

Staff will further develop the units of of study for each course/grade offered in the Upper Perkiomen school district; through the development of topic maps. The topic map will provide more detailed information on the following instructional elements:

- Learning Targets
- Aligned Standards
- Duration
- Key Learning Events
- Formative Assessment

**Start Date:** 8/20/2018    **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Curriculum Mapping
- SAS: Curriculum
- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making
- SAS: Assessments
- Common Assessments - Using CFAs to Improve Teaching and Learning
- Using Student Achievement Data to Support Instructional Decision Making

*Develop/Refine Standards Aligned Assessments*

**Description:**

Through the development of unit topic maps, teachers will identify summative assessments aligned with each unit. In conjunction with the identification of the summative assessment, staff will conduct assessments audits. These audit will ensure that all summative assessments are aligned to grade/course standards and reflect a range of depth of knowledge (DOK) levels.

**Start Date:** 8/20/2018    **End Date:** 6/30/2020

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making
- SAS: Assessments

*Data Team Data Analysis*

**Description:**

At each building, the data teams will explore the performance data through the Linkit system. The teams will utilize the data to assess instructional effectiveness of each topic map and embedded learning targets. Teachers will have the opportunity to explore alignment between unit of study and assessment data via data team meetings and professional learning community (PLC) meetings.

**Start Date:** 8/20/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Curriculum Mapping
- SAS: Curriculum
- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making
- SAS: Assessments
- Common Assessments - Using CFAs to Improve Teaching and Learning
- Using Student Achievement Data to Support Instructional Decision Making

# Appendix: Professional Development Implementation Step Details

---

End	Title	Description			
018 6/30/2020	Fully implement at Multi-Tiered System of Supports at each UPSD building.	Core or Instructional Support Teams at each building will utilize school data provided in the data warehouse (Linkit) to analyze student performance.  Teams will identify students in need of academic/behavioral/ social-emotional interventions.			
<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>
Director of Pupil Services, Building Principals, and Professional Staff.	3.0	2	100	UPSD	School Entity

## Knowledge

Professional Staff will gain a clear understanding of MTSS as a systematic approach to intervention and how to differentiate instruction on grade/course academic standards.

Professional Staff will explore research on:

- Multi-Tiered Systems of Supports
- Differentiated Instruction
- Interventions for academics, behavior, and social-emotional needs

## Supportive Research

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.  
 Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.  
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

**Training Format**

Series of Workshops  
 School Whole Group Presentation

**Participant Roles**

Classroom teachers  
 Principals / Asst. Principals  
 Other educational specialists  
 Related Service Personnel

**Grade Levels**

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

**Follow-up Activities**

Analysis of student work, with administrator and/or peers  
 Creating lessons to meet varied student learning styles

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
 Student PSSA data  
 Standardized student assessment data other than the PSSA  
 Classroom student assessment data



End	Title	Description
18	6/30/2021	Behavior Support
		<p>The Upper Perkiomen School District will continue to increase staff and parent knowledge in the area of behavior support through on-going professional development.</p> <p><b>2018 - 2019:</b> Special education teachers and guidance counselors will be trained to facilitate social, emotional, and behavioral direct instruction groups in order to develop positive behavior support plans (PBSP), goal writing and data collection strategies for progress monitoring. Professional development will also be provided to the administrators and paraprofessionals on positive behavior supports and replacement behaviors. Each building will identify key staff members to remain certified in "Safety Care", known as QBS. Participants may include special education teachers who work with high need students that exhibit intense behaviors, administrators, paraprofessionals, and regular education staff.</p> <p>QBS is a behavioral management system that is rooted in ABA (Applied Behavior Analysis). Participants will continue to learn strategies and techniques for dealing with behavioral problems. Participants will also learn a sequence of interventions from verbal prompts and protective stances up to and including how to physically manage and transport a student experiencing a behavioral crisis. There is a strong focus on de-escalation of behaviors so that a physical intervention becomes less necessary.</p> <p>Youth Mental Health First Aid is a nationally recognized, evidenced based curriculum designed to give members of the public key skills to help individuals in crisis. UPSD has trained two staff members in the area of Mental Health First Aide. The trainers will continue to provide on-site professional development to UPSD staff. Participants will gain knowledge in identifying risk factors and warning signs of mental health problems, an understanding of the importance of early intervention, and teaches individuals how to help someone in crisis or experiencing a mental health challenge.</p> <p><b>2019-2020:</b> Select crisis team members in each building will be trained, in collaboration with the district social worker, in Trauma-Informed Care. Trauma-Informed Care is an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Trauma Informed Care also emphasizes physical, psychological and emotional safety for both consumers and providers, and helps survivors rebuild a sense of control and empowerment.</p> <p><b>2018-2021:</b> Continued training and evaluation of the district and individual building behavior support system. A survey will be conducted and distributed to identify</p>

current practices in place and need areas for future training opportunities. The level behavior specialist will continue to provide assistance and training to UPSI in the following areas:

- Functional Behavior Assessments (FBAs) and Functional Analysis (FA)
- Positive Behavior Support Plans (BIPs)
- Consultation and direct support to the Emotional Support, Life Skills, Autism Support, Learning Support and Regular Education classrooms at all levels and out of district placements
- Consultation with Occupational Therapists and Speech/Language Pathologists
- Consultation and collaboration with outside agencies and wrap around service providers
- Assist with evaluations and the development of behavior goals for the individual

The district social worker will continue to assist and expand our knowledge to promote student achievement and graduation rates for our most challenging students. This includes support staff in professional development to promote student self-advocacy skills, stress management and anger management to assist in the elimination of truancy and mental health crises. SAP (Student Assistant Program) Teams are established in all buildings of the district. With the support of the district social worker, analysis of referral data and further needs will be completed.

Person Responsible	SH	S	EP	Provider	Type
Director of Pupil Service and Special Education, Principals	3.0	9	25	BCBA, District staff and MCIU	School Entity

**Knowledge**

Increased knowledge in positive behavior support through the implementation and progress monitoring of behavior support plans and effective classroom strategies across the district grades K-12 for individual students, classrooms and/or school-wide.

**Supportive Research**

All facilitators will be highly qualified in the area of behavior support and up to date of current research, child code of ethics, and 14 guidelines and PDE regulations.

**Designed to Accomplish**

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

For classroom teachers, school counselors and education specialists:

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

**Training Format**

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

**Participant Roles**

- Classroom teachers
- Principals / Asst. Principals
- School counselors
- Paraprofessional
- New Staff
- Other educational specialists
- Related Service Personnel

**Grade Levels**

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

**Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring
- Journaling and reflecting

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Participant survey
- Review of written reports summarizing instructional activity
- Portfolio

End	Title	Description		
6/30/2021	Transition	<p>On-going professional development in secondary transition will be completed with middle school and high school special education teachers, paraprofessionals, administrators and parents.</p> <p><b>2018-2019:</b> UPSD will evaluate current resources and practices for transition planning. A survey will be developed and completed by the secondary special education staff to establish areas for additional professional development. Special attention will be given to feedback related to completed MCIU transition training. Complete the post-exit survey for students who are one year out of high school. Compile a spreadsheet including student names, transition goals and current employment/schooling. The Special Education Director will work with the secondary special education staff to create a master list of assessments used for transition planning. Additionally, students participating in CBI (Community Based Instruction) through the UPSD Work Program will be reviewed and data compiled related to goal progress, work readiness skills, transition into full time employment, and use of career and technical centers for furthering interest levels.</p> <p><b>2019 - 2021:</b> Work with PATTAN and the MCIU to continue training webinars and in-house coaching for our secondary staff in the transition process including writing effective transition goals, self determination/advocacy curriculum, preparation for Keystone exams, and cross curricular activities. Working with PATTAN to implement the "Road Map for Secondary Transition" for our middle school and high school special education and guidance staff. Additionally, special education staff will work closely with the ACT339 team to ensure career readiness skills and focused implementation of transitional goals and services.</p>		
<b>Person Responsible</b> Director of Pupil Services and Special Education	<b>SH</b> 3.0 <b>S</b> 12	<b>EP</b> 15	<b>Provider</b> School district, Montgomery Intermediate Unit and PATTAN	<b>Type</b> IU

**Knowledge** Secondary special education teachers and guidance counselors will gain a better understanding of the transition process beginning at the middle school level. The result will be the development of well written present educational and functional present levels which will be the basis of the student's IEP transition goals and plans.

**Supportive Research** UPSD will work with PATTAN and the MCIU with the transition coordinators to facilitate and assist our staff with current, research-based transition assessments and activities including the "Road Map for Secondary Transition" information and training series.

**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.  
 Empowers educators to work effectively with parents and community partners.

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

**Training Format**  
 LEA Whole Group Presentation  
 Series of Workshops  
 Offsite Conferences

**Participant Roles**  
 Classroom teachers  
 Principals / Asst. Principals  
 School counselors  
 Paraprofessional  
 New Staff  
 Related Service Personnel  
 Parents

**Grade Levels**  
 Middle (grades 6-8)  
 High (grades 9-12)

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

**Evaluation Methods**  
 Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
 Participant survey  
 Portfolio

	<b>End</b>	<b>Title</b>	<b>Description</b>												
018	6/30/2021	Implementation of School-Wide Positive Behavior Support Plans	All buildings within the district will either continue or begin the process of developing plans for the implementation school-wide positive behavior supports systems within the respective buildings.												
		<table border="0"> <tr> <td data-bbox="243 840 389 882"><b>Person Responsible</b></td> <td data-bbox="389 840 454 882"><b>SH</b></td> <td data-bbox="454 840 519 882"><b>S</b></td> <td data-bbox="519 840 665 882"><b>EP</b></td> <td data-bbox="665 840 1624 882"><b>Provider</b></td> <td data-bbox="1624 840 1624 882"><b>Type</b></td> </tr> <tr> <td data-bbox="243 882 389 1029">Director of Pupil Services, Building Principals, Assistant Superintendent</td> <td data-bbox="389 882 454 1029">3</td> <td data-bbox="454 882 519 1029">5</td> <td data-bbox="519 882 665 1029">200</td> <td data-bbox="665 882 1624 1029">UPSD</td> <td data-bbox="1624 882 1624 1029">IU</td> </tr> </table>	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	Director of Pupil Services, Building Principals, Assistant Superintendent	3	5	200	UPSD	IU	
<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>										
Director of Pupil Services, Building Principals, Assistant Superintendent	3	5	200	UPSD	IU										

Staff will gain knowledge regarding:

**Knowledge**

- proactive approach to discipline
- development of a comprehensive system of behavior support tailored to individual school needs

Staff will explore research and best practices on:

**Supportive Research**

- Positive behavioral interventions
- Safe and Supportive Schools Strategies
- Culturally Competent Mental Health Services/Practices

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.  
Empowers educators to work effectively with parents and community partners.

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

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

Series of Workshops  
School Whole Group Presentation

**Training Format**

**Participant Roles**

Classroom teachers  
Principals / Asst. Principals  
School counselors  
Paraprofessional  
Classified Personnel  
Other educational specialists  
Related Service Personnel  
Parents

**Grade Levels**

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

**Follow-up Activities**

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  
Creating lessons to meet varied student learning styles

**Evaluation Methods**

Participant survey  
Analysis of school behavior data

End	Title	Description
2018 6/30/2020	Develop standards-aligned topic maps to further the develop the Unit Maps (units of study) that were developed during the 2017-2018 school year.	<p>Staff will further develop the units of of study for each course/grade offered in Upper Perkiomen school district; through the development of topic maps. The map will provide more detailed information on the following instructional elements:</p> <ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Aligned Standards</li> <li>• Duration</li> <li>• Key Learning Events</li> <li>• Formative Assessment</li> </ul>

Person Responsible	SH	S	EP	Provider	Type
Assistant Superintendent, building principals	3.0	4	200	UPSD	School Entity

**Knowledge** All staff will explore and ensure that instructional units within a course/grade appropriately instruct the required PA Core Standards.

Through the development of standards-aligned units teachers will ensure strategic instruction that is aligned with standards aligned assessments. This process ensures the opportunity for staff to utilize the following best practices:

**Supportive Research**

- differentiated instruction (intervention and enrichment)
- universal design for learning (UDL)
- project-based learning (PBL)

**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:

Provides the knowledge and skills to think and plan strategically, ensuring that assessment, curriculum, instruction, staff professional education, teaching materials and intervention for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.

**Training Format**

LEA Whole Group Presentation  
 School Whole Group Presentation  
 Professional Learning Communities

**Participant Roles**

Classroom teachers  
 Principals / Asst. Principals  
 Supt / Ast Supts / CEO / Ex Dir  
 School counselors  
 Related Service Personnel

**Grade Levels**

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

**Follow-up Activities**

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

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
 Student PSSA data  
 Standardized student assessment data other than the PSSA  
 Classroom student assessment data

**End**

**Title**

**Description**

018 6/30/2020 Develop/Refine Standards Aligned Assessments

Through the development of unit topic maps, teachers will identify summative assessments aligned with each unit. In conjunction with the identification of the summative assessment, staff will conduct assessments audits. These audit will ensure that all summative assessments are aligned to grade/course standards and reflect a range of depth of knowledge (DOK) levels.

Person Responsible	SH	S	EP	Provider	Type
Assistant Superintendent, Building Principals	3.0	10	200	UPSD	School Entity

**Knowledge** Staff will gain insight and knowledge on elements of high quality assessment, assessment literacy, and Webb's Depth of Knowledge.

Staff will explore best practice on:

**Supportive Research**

- Formative and Summative Assessments
- Webb's Depth of Knowledge (DOK)

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessment, curriculum, instruction, staff professional education, teaching materials and intervention for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.

**Training Format**

LEA Whole Group Presentation  
 School Whole Group Presentation  
 Professional Learning Communities

**Participant Roles**

Classroom teachers  
 Principals / Asst. Principals

**Grade Levels**

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

Supt / Ast Supts / CEO / Ex Dir  
 Other educational specialists  
 Related Service Personnel

Middle (grades 6-8)  
 High (grades 9-12)

**Follow-up Activities**

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

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
 Student PSSA data  
 Standardized student assessment data other than the PSSA  
 Classroom student assessment data  
 Participant survey

# District Level Affirmations

---

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

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

*No signature has been provided*

---

*Board President*

*No signature has been provided*

---

*Superintendent/Chief Executive Officer*

# Special Education Affirmations

---

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

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

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

*No signature has been provided*

---

*Board President*

*No signature has been provided*

---

*Superintendent/Chief Executive Officer*