

Camp Hill SD

District Level Plan

07/01/2018 - 06/30/2021

Total Plan Output

District Profile

Demographics

2627 Chestnut St
Camp Hill, PA 17011
(717)901-2400
Superintendent: Patricia Craig
Director of Special Education: Tracey Quigley-Jones

Planning Process

The District Level Comprehensive Planning process is critical in assuring our focus on student success and District-wide systems that support student achievement. The Comprehensive Planning journey within the Camp Hill School District (CHSD) is part of an ongoing process in which data is analyzed to assess the needs and systemic challenges within the District and its schools. The long-term planning cycle begins during the summer months the year prior to approval and continues until the plan is submitted the following November. Data is reviewed annually for the purpose of adjusting annual academic and operational priorities throughout the current planning cycle.

A District Level Comprehensive Planning Committee (DLCPC) with representation from students, parents, community members, school board, teachers, staff and administrators is formed to develop the District Level Comprehensive Plan. A mission statement, vision, shared values and a description of our educational community is reviewed and updated by the DLCPC. The DLCPC is organized into three teams for the purpose of assessing the District's needs in three critical systems which include: Academic Achievement, Safe and Supportive Schools and Human and Fiscal Resource Allocation and Stewardship. Analysis of these systems occur within the School Level Sub-Committees (SLCPC). The District's Leadership Team reviews the accomplishments, concerns and challenges identified by the SLCPC and identifies District-wide patterns. This information is then reviewed by the DLCPC, informing prioritized goals and action plans. During the process, the DLCPC meets monthly to complete the process. The DLCPC continues to meet as needed to guide the process throughout the implementation of the Comprehensive Plan.

The SLCPC's are chaired by the principals of each school. These committees are formed to analyze school data and prioritize school level goals and develop school improvement action plans. This school level analysis is the beginning of a feedback loop which establishes the foundation in identifying District priority goals which will ultimately inform School level priority goals which support student achievement at all levels.

Principals and District level administrators provide leadership for the development of the District Level Comprehensive Plan. The Superintendent facilitates the process. Principals provide oversight

of the School Level Plan development, implementation and review processes. The Director of Student Services leads the development of the Special Education and other student service related components of the Comprehensive Plan.

As a Phase 2 District, Camp Hill School District will engage in the process of reviewing progress of the Comprehensive Plan and engage the DLCP to review, provide input and make changes to ensure ongoing and continuous improvement.

This District Level Comprehensive Plan provides direction for the development and improvement of priority goals from July, 2018 through June, 2021. To sustain momentum and assure focus on priority items, District Level Comprehensive Plan reviews will continue through the end of the 3-year cycle. The District Level Comprehensive Plan will be available via the District's website for viewing by all District stakeholders.

Mission Statement

The Camp Hill learning community is committed to providing all students with foundational skills, knowledge and opportunities for lifelong success.

Vision Statement

"Educational Excellence, Community Strength, Student Success"

Shared Values

Learning is a lifelong process.

Learning is a collaborative process and a shared responsibility of our learning community - students, families, staff and community.

Students' learning experiences will be grounded in the rigorous study of literacy skills and deep understandings applied across disciplines.

Learning experiences will equip all students to become effective communicators, independent learners, critical thinkers and innovators who are capable of solving complex problems.

Our learning community will foster understanding, empathy and respect for every individual.

Our learning community will foster responsible and active citizenship.

Our learning community will continually review the educational program to meet student needs.

Our learning community will maintain high standards and expectations for all members.

Our learning community will retain and recruit high quality professionals to achieve our mission.

An informed and involved community strengthens the school system.

Educational Community

The Camp Hill School District (CHSD) is located in a borough in Cumberland County, Pennsylvania, 2 miles (3.5 km) southwest of Harrisburg, Pennsylvania. This unique, close-knit, suburban community contains both a school district and a municipality within the same boundaries. Schools, parks, facilities and recreational areas throughout the area are enjoyed by families and residents of all ages.

Approximately 1,300 students are enrolled in the district. CHSD schools and students are recognized for their outstanding academic, athletic and fine arts achievements. The District has maintained a long-standing commitment to educational excellence, community strength and student success, evidenced by its three times achievement of national rankings within top 5% as reported via US News and World Report. This mission has held steadfast due to the continuous focus on improving student achievement. CHSD students are well rounded and excel academically, culturally, athletically and civically. Many families move into the Camp Hill School District because of the schools and contribute to the culture of excellence as volunteers.

Class sizes within the district are appropriate for students' developmental levels and monitored closely to provide optimal attention and response to student needs. Instruction occurs at students' developmental levels and opportunities for acceleration and enrichment are included in academic programming.

Camp Hill elementary students attend two schools which are known for and appreciated by parents and the community for their nurturing environments. Academic skills in reading, writing, math and other subjects are the focus. Elementary students attend Hoover Elementary School (Grades K-2) and Eisenhower Elementary School (Grades 3-5).

Camp Hill secondary students attend Camp Hill Middle School (Grades 6-8) and Camp Hill High School (Grades 9-12). Both secondary schools are located in the same facility. Although the middle and high schools occupy the same facility, each function independently, with separate entrances, lunch times and activities. The middle school academics are prioritized with a strong focus on the developmental needs of adolescents, as they transition from elementary into high school. High school students excel in academic and leadership skills. More than 90% matriculate annually into higher education, and many attend top ranked colleges.

Each of the four schools is led by a Principal who serves as the instructional and operational leader of the school. One Assistant Principal is shared by the Middle School and High School. The administrative infrastructure of the District Office includes: Superintendent, Business Manager, Director of Special Education and Student Services, and a Director of Buildings and Grounds. The Superintendent oversees all aspects of the Camp Hill School District. Principals are responsible for all matters of curriculum, instruction, school operations and professional education. The Business Manager oversees business and budget functions. The Director of Buildings and Grounds oversees the facilities and the District's Safety Plan. The Director of Special Education and Student Services is responsible for all student support services including special education, English as a Second Language/Bilingual Education Program, and various aspects of student assessment.

The District employs a technology director, athletic director, counselors (6), reading specialists (2), nurses (3), a psychologist, (2) speech and language clinicians, special education teachers (14), English as a Second Language (ELL)/Gifted teachers (2), special subject teachers and regular education teachers (75).

The decision-making process in the district is collaborative, whenever possible, and standing committees exist for the purpose of reviewing and formalizing recommended enhancements to the systems that support academic achievement, safe and supportive schools, and fiscal and human resource allocation stewardship.

- District Comprehensive Planning Committee: Includes representation from all stakeholder groups. This committee is responsible for assessing the needs of the district and engaging in long term planning. The areas of focus include: Academic Achievement, Safe and Supportive Schools, and Human and Fiscal Resource Allocation and Stewardship.
- Comprehensive Planning Subcommittees: The subcommittees include an Elementary Committee and a Secondary Committee.
- Leadership Team: Includes all administrators and meets twice a month to review, manage and lead all district programs and operations as well as ensure compliance with all regulatory requirements. In addition, the Leadership Team meets once a month to conduct an Instructional Walkthrough, rotating among the schools. The Leadership Team is key in engaging in a continuous improvement process to enhance student and staff success. The Leadership Team reviews and responds to opportunities and challenges to improve District service to students and the learning community. In addition, the Leadership Team

recommends the adoption of new policies and practices as required to support the needs of the District.

- District Development Committee: This School Board committee reviews, revises and develops policies to support all functions of the school district, as well as ensure compliance with regulations.
- Curriculum & Extra Curricular Committee: This School Board committee, reviews and recommends curricular revisions to ensure the improvement of academic achievement and compliance with regulations. Annually, teacher leaders lead the systematic review, research, revision, implementation, monitoring, refinement and evaluation of programs. This Committee also reviews needs and recommendations related to all student service aspects of the District, including special education, Title 1 programs, English Language Development program, gifted education, and extracurricular activities.
- Technology Advisory Committee: This committee meets periodically to review and revise the Technology Plan, assess needs and recommend new purchases. The District's Technology Director leads this committee; teachers, staff and a member of the School Board also serve on this committee.
- Budget and Finance Committee: This School Board committee reviews all budget and finance issues. As necessary, financial experts within the community are invited to provide assistance with special issues.
- Personnel Committee: This School Board committee is concerned with personnel policies and the creation or reduction of positions. The committee is kept apprised of substantive changes to human resource requirements, practices and personnel issues.
- Community Engagement Committee: Board members and key District staff facilitate effective communication with the public and press. Meetings are held periodically to discuss and plan for effective communication. Communication priorities are established, and critical issues are addressed as part of this process.
- Governmental Relations Committee: This School Board committee meets periodically to address pertinent legislative issues and advocate for public education.
- District/Borough Committee: This School Board and District Borough committee meets regularly for the purpose of addressing local issues of mutual concern.
- Buildings and Grounds Committee: This School Board committee meets monthly for the purpose of developing and implementing an infrastructure plan which assures regular maintenance of all school facilities. Both short and long-term District plans and projects are reviewed and recommended via this committee. When appropriate, experts in this area are asked to participate in these meeting to provide perspective and advice.

- **Athletic Committee:** This School Board committee meets every other month for the purpose of reviewing athletic programs. The Athletic Director provides information for the committee and facilitates discussion in collaboration with the High School Principal.

Planning Committee

Name	Role
Patty Craig	Administrator : Professional Education
Tina Darchicourt	Administrator : Professional Education
Eileen Czarnecki	Building Principal : Professional Education
Leslee DeLong	Building Principal : Professional Education
Sandra Fauser	Building Principal : Professional Education
Mark Ziegler	Building Principal : Professional Education
Dan Alleman	Business Representative : Professional Education
Rick Jordan	Business Representative : Professional Education
Peggy Curran-Hays	Community Representative : Professional Education
Jill Williamson	Community Representative : Professional Education
Rita Steele	Ed Specialist - Instructional Technology : Professional Education
Wendi Kiley	Ed Specialist - School Counselor : Professional Education
Dena Higgins	Ed Specialist - School Nurse : Professional Education
Christine Hatch	Elementary School Teacher - Regular Education : Professional Education
Ami Preston	Elementary School Teacher - Regular Education : Professional Education
Brad Zangle	Elementary School Teacher - Special Education : Special Education
Sue Newton	High School Teacher - Regular Education : Professional Education
Mary Ann Berrian	High School Teacher - Special Education : Professional Education Special Education
Lori Bolcavage	Middle School Teacher - Regular Education : Professional Education

Sue Smeltzer	Middle School Teacher - Regular Education : Professional Education
Kristie Dionne	Parent : Professional Education Special Education
Jill Stein	Parent : Professional Education Special Education
Tracey Quigley-Jones	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Family and Consumer Sciences - no standards for students in grades K-2.

Alternate Academic Content Standards for Math and Reading - addressed in individual IEP plans.

American School Counselor Association for Students - our guidance counselor uses mainly Pennsylvania's School Counseling Association standards.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
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
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

Family and Consumer Sciences - no standards for students in grades 3-5.

Alternate Academic Content Standards for Math and Reading - addressed in individual IEP plans.

American School Counselor Association for Students - our guidance counselor uses mainly Pennsylvania's School Counseling Association standards.

Middle Level

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

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

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

Alternate Academic Standards for Reading and Math - we address these areas through IEP planning

High School Level

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

School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

Alternate Academic Standards for Reading and Math - we address these areas through IEP planning

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History

- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

The EEP and EEI levels have developed and expanded the English Language Arts, Mathematics, Science and Health, Safety and Physical Education Standards. ML and HS Have improved in all categories.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing
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Processes used to ensure Accomplishment:

Camp Hill's Primary Level curriculum identifies the objectives through essential questions and the focus for instruction areas of the curriculum template.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
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 Intermediate Level has aligned curriculums for math and English Language Arts to the PA Common Core Standards. In addition, we have made curriculum maps for these two subject areas.

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

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished

Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Modification and Accommodations

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

The Camp Hill School District develops general education curriculum and instruction based on differentiation strategies so that to the greatest extent possible students with any mental or physical disability has access to and can master a rigorous standards aligned curriculum. Consistent with IDEA and PA Chapter 14, Chapter 15 and Chapter 16, the District employs a continuum of services to ensure that all identified special education students are provided with FAPE.

Within general education classroom, teachers use instructional strategies to engage all students in the learning process. At the elementary level, the Multi-Tiered System of Supports (MTSS) is being implemented so that students receive the type and level of intervention that is needed for them to make progress within the general education curriculum. At all instructional levels, Individual Education Programs (IEP's), 504 Plans and Gifted Individual Education Plans (GIEP's) are developed to consider and to use supports and services within the general education classroom and curriculum prior to the consideration of pulling the student out of that instructional environment for more specialized and individual instruction. Paraprofessionals are used to support students in the regular education classroom and specially designed instruction such as graphic organizers, annotated notes, and assessment modifications also support access to the general education curriculum.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

The District utilizes a combination of instructional evaluation processes to assess curricular alignment and consistency among classrooms, grades and subjects. The Danielson

Framework provides the basis for providing a model for ensuring that instruction is aligned to standards, and teaching is based on the learning needs of each student.

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

All building level principals and central office administrators engage in the incorporation of strategies which ensure consistent and pervasive standards aligned instruction. The District does not have instructional coaches or department supervisors. Instructional coaching is provided by building supervisors and administrators.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

If necessary, provide further explanation. (Required explanation if column selected was *This narrative is empty.*)

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

The instruction program is evaluated annually to determine student needs which inform staffing requirements. The District believes that recruitment of quality teachers is of paramount importance to student achievement and quality learning. A systematic process is

in place for recruiting and evaluating teacher candidates for positions in the District. When a position is identified, applications are reviewed by the appropriate administrator in the initial screening process. The candidates' educational credentials and experiential background are assessed to identify the most talented teachers for the District's interview process. A first round interview occurs with building level administrators and teachers. Candidates are given a performance assessment as part of the interview process and asked to teach a lesson in their area of expertise. This identifies finalists for the second round interview with the superintendent. Verification of credentials is conducted for each candidate prior to offering a teaching contract.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00
Electives	2.00	2.00	2.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

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.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a

score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Unchecked answers

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA Tests		X	X	
End of chapter or unit tests	X	X	X	X
Report card grades	X	X	X	X
Beginning of Year Math Inventory	X		X	
End of Year Math Assessment	X	X	X	X
Authentic Assessments			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4Sight				
Curriculum based writing assessments	X	X	X	X
DIBELS	X	X		
DRA	X	X	X	
iReady	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Goal setting	X	X	X	X
Observations	X	X	X	X
Planned questioning	X	X	X	X
Self and peer assessments	X	X	X	X
Daily quick checks	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Math and spelling pre-tests	X	X		
DIBELS	X	X		
Developmental Reading Assessment	X		X	
Math Beginning of the Year Inventory Test	X		X	
Prompted/Unprompted Writing Assessment	X	X	X	X
6th grade spelling pre-tests			X	
Reading Lab Spelling pre-tests			X	
Woodcock Johnson 3			X	X
PSAT for all Juniors				X
SOPI Exams (World Language)				X
WIDA (ELL students)	X	X	X	X
Naviance Career and Learning Styles tests			X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

As part of the District's curriculum revision process, assessments are reviewed through the curriculum teams consisting of teachers and administrators. Assessments that align with standards are created or identified. These include summative, benchmark, formative and diagnostic assessments.

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.

Not applicable.

Collection and Dissemination

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

The Leadership Team collects data from a variety of sources to monitor the achievement and progress of the students in the district. The data is used by building level data teams at each level in order to inform curriculum revisions and instructional practices. The data teams share the information with curricular and grade level teams.

The District has begun using a data warehouse system called Performance Tracker. Data from State and local sources are entered into the system for use by individual teachers, curricular and grade level teams. Building level data is also accessed by the data team in the building, the entire faculty in the building, and the leadership team. The use of a two hour delay schedule three times a year provides collaborative time to review multiple assessment data and use the information to make instructional decisions to enhance student achievement.

The District makes individual student data available to families in a variety of ways. Students receive quarterly report cards. Parent/teacher conferences are held in November after the first marking period and at other times during the year at the request of the guardian or teacher. Kindergarten conferences are held in November and in the spring. Individual student meetings occur as part of the Instructional Support Team process and also the Student Assistance Process. Individual Education Program, a Gifted Individual Educational Program, and 504 Planning meetings are held in accordance with regulations. Various kinds of data are used to contextualize the discussion about the student's strengths and areas of concern. At the middle and high school levels, guardians have access to a Parent Portal which allows them to access their children's grades on a regular basis throughout the year.

An annual presentation is provided to the elected School Board regarding assessment data from PSSA's to SAT's, AP Tests, ACT's etc. In addition the use of SPP scores is/will be used to evaluate instruction as well as play a part in the teacher evaluation process.

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.

At the elementary levels, a multi-tiered system of support (MTSS) is used to assist students to increase their achievement. Guided reading, leveled math groups, intervention groups, remedial reading, and specially designed instruction are all used to provide additional instruction in targeted skills. Students can also qualify for after school tutoring which is supported by the district's educational foundation.

At the middle school level, a remedial reading specialist and special education teachers work with individual and small groups of students on targeted skills in reading in order to increase their achievement. Specially designed instruction for special education students and additional periods for acceleration and remediation are assigned to students who are not proficient on state standards.

Special education teachers provide specialized instruction in reading and math as needed for identified students in order to improve their academic progress. Within content courses, teachers provide additional instruction for students who are not proficient or higher. At the high school level students receive supplemental instruction via additional periods and/or online instruction.

The use of iReady and the Performance Tracker program provide data which is analyzed periodically by teachers and administrators. In addition to the identification of students who are not proficient, students are identified within the proficient range are reviewed to ensure adequate yearly progress.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
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.

The High School offers optional math tutoring for students that did not achieve proficiency or better on the 8th grade math PSSA's. The high school increased the number of periods per cycle for students preparing for the Keystone Exam in Algebra (5-7 periods).

The Middle School offers a reading lab for all students who are not proficient on the PSSA in English Language Arts. Additionally, the middle school has developed a math foundation course for all middle school students to enrich and/or remediate students as needed in math.

The Elementary Schools data team meetings provide an in depth analysis of student performance. This data is then used for instructional grouping. Instructional strategies are modified or adapted based on the data to improve student mastery of standards.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The school district provides information about student achievement to the public in a variety of formats. The District mails individual student PSSA, PASA, and Keystone reports to parents on a yearly basis. District and school results are published on the district's web site. They are also published annually in a district/borough newsletter. The Dean of Students/Assessment Coordinator as well as the Superintendent and the building principals, present the summative assessment data to the school board in a public session in the fall of each school year. In addition to the results, goals for continuous improvement of student achievement are presented. The local newspaper prints articles about the school district's PSSA and SPP scores in reports that compare Camp Hill School District results to state and other local districts results. The communications coordinator provides information to local newspapers about the district's achievement.

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

The District can provide information about how individuals can access the various data resources available through Pennsylvania Department of Education. The District mails individual assessment results to parents annually. Within the mailing, the District can include a letter that provides links to summative data for the school district. The local newspaper publishes stories periodically about individual school district performance on state tests. The calendar and handbook are specifically utilized to provide general and procedural information for the parents and students.

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.

Schools which do not meet annual student achievement targets or experience other challenges identify specific goals and actions designed to address particular needs. Progress is monitored to ensure that interventions are effective in addressing student needs. Goals and actions are adjusted if needed to insure goal attainment.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X

Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

The District lacks the financial resources to employ a School Resource Officer (SRO). The District works closely with the local police department to support the schools in maintaining a safe and orderly environment.

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.)

The school district follows the child find procedures described by the state for the identification of gifted children. Public notice of the district's responsibility to locate and assessment potential gifted students is described on the district's web site within the Director of Student Services' web page. Additionally, the school handbook and calendar describe the identification of gifted children and the services that the district offers. The borough/district newsletter annually publishes the child find information as well. Teachers and guidance counselors speak individually with parents when school performance is indicative of potential giftedness.

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

Teachers and parents can recommend that a student be assessed for giftedness based on their accumulated assessment data. Various measures are used to screen students for giftedness, including DIBELS, DRA2's, grades, CDT, PSSA's, Keystones, cumulative math and writing assessments, and teacher and parent/guardian observational data. Screening students for giftedness is an ongoing process that is embedded in the data analysis process at all grade levels. At the end of second grade, an additional data analysis is completed to identify young students who may qualify for gifted services. At all grade levels, if the curriculum based assessments indicate potential giftedness, the Wechsler Abbreviated Scales of Intelligence (WASI) is used as a further screening tool. A compilation of these data sources is used to determine if parents will be asked for permission to complete a multidisciplinary evaluation for giftedness. At any time parents/guardians can request a the full multidisciplinary evaluation, but the district encourages parents/guardians to attend a team meeting to discuss their child's assessment data, the evaluation process, and to make plans for meeting their child's needs. The plan may include a full evaluation by the school psychologist and/or the implementation of classroom based strategies to meet the child's needs.

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

The district uses the screening information to determine if a full multi-disciplinary evaluation is needed for a student to determine giftedness, according to Pennsylvania's

multiple criteria. The school psychologist gathers information from teachers, parents, and if applicable, the student, to identify the strengths of the student. The psychologist uses standardized tests and curriculum based tests to determine the student's ability, achievement, rate of acquisition, and rate of retention. She frequently uses the Wechsler Scale of Intelligence for Children V and Woodcock-Johnson Achievement Tests -V to evaluate the student's ability. Parent/guardian and teacher checklists are used to describe the student's rates of acquisition and retention. Curriculum based assessments may include PSSA's, Keystones, writing samples, grades, DIBELS, DRA2's, and CDT, depending on the grade level. If there are any intervening factors such as the student's native language, learning disabilities, or medical concerns, the school psychologist notes them in the comprehensive report. All of these criteria and factors are considered when determining if the student meets the multiple criteria in Pennsylvania for gifted identification. The district uses the following criteria: an IQ around 130 standard score, achievement of more than one year above grade level, a faster than average rate of acquisition and retention, and documentation of special interests/aptitudes.

The assessment information is compiled into the summary report known as the gifted written report and presented to parents/guardians within the sixty day timeline prescribed in the regulations. A team meeting is scheduled to discuss the assessment data in the report and to make recommendations for educational services to meet the needs of the student. If applicable, a gifted individual education plan (GIEP) is written which describes the student's area(s) of strength and whether the student needs to be accelerated, enriched or both in his/her strength area.

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 Camp Hill School District offers opportunities for acceleration, enrichment, or both for students identified as gifted. At the elementary level, students are grouped according to their reading and math levels. Gifted students work on reading materials and assignments above their grade level. They may move more quickly through the core material and therefore participate in lessons that expand (enrich) their skills, as well as progress onto skills in the next grade level. During an intervention time called What I Need (WIN), gifted students are grouped together to work on various projects on topics that coordinate with standards, not only at their grade level, but the grade level above. Activities include additional opportunities for experimentation, research, discussion, and written products. Under the gifted teacher's guidance, they can choose topics in their areas of strength and interest. The topics can be in the areas of science and social studies, as well as English language arts and math. The Gifted Individual Education Plan (GIEP) team reviews the student's present levels at least annually, to decide when the student should be accelerated into the next grade for a particular subject area or for the entire grade (grade skipping). For example, the team might decide that the student's strengths are across subject areas and sufficiently advanced to have the student skip a particular grade. If this happens, the GIEP is written to reflect that the goals are for above grade level material. As another example, another student might have a strength in only one subject area. The team might decide that the student should advance to the next grade only in that subject area.

At the middle school level, acceleration and enrichment occur during the courses chosen by

the GIEP team of which the student is a member. A student with a strength in language based areas may be placed in replacement enrichment reading courses in sixth and seventh grades. Students may be accelerated into a higher level course in their area(s) of strength. For example, a student may qualify to take pre-algebra then algebra, geometry, etc. a year before most of his/her peers would take those courses. The GIEP team works within the course offerings and schedule to meet the strengths and interests of middle school students. Because the middle school and high school are within the same building, students can advance in courses without transportation or school schedule mismatches. Students may work on independent study projects under the direction of the gifted education teacher. The topics may coordinate with projects in any of the core academic areas. For example, students have researched their science fair topics to complete more sophisticated project to meet a sixth grade requirement. GIEP goals are developed around the student's strength and special interest. Students who demonstrate high achievement across all academic areas may accelerate into the next grade at the recommendation of the GIEP team. At the eighth grade level, some gifted students may qualify to take Honors level courses and have GIEP goals written as enrichment goals designed to enhance the curricular goals of the course. Online courses are also an option in some instances.

At the high school level, some students meet their strengths and interests through their choices of courses and extra curricular activities. If they meet the criteria, they might choose to take Honors and Advanced Placement Courses earlier than their peers. They may choose to concentrate their electives in a particular subject area, advancing more rapidly in that area than in others. An example of this would be taking several World Languages as electives or choosing additional science and math courses. A few students choose to complete high school in three years instead of four or to enroll in a post-secondary school for college credit prior to graduating from high school. Independent study projects and internships can be developed in areas of strength and interest with the support of a mentor teacher, the gifted teacher, and parents/guardians. Online courses offer flexibility in scheduling and also in meeting a gifted students needs for acceleration, enrichment, or both. Finally, if the GIEP team decides that the student's needs are being met within the general education curricular offerings, the recommendation may be made to discontinue the GIEP.

Developmental Services

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

Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The Camp Hill School District has a well-developed system of developmental services throughout the educational community.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X		
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
CASSP Services	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management	X	X		
Community Liaison	X	X		

Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X
Psychiatric Consultative and Evaluation	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
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
Evening programs for parents	X	X	X	X
Individual teacher websites	X	X	X	X
Back to School Night	X	X	X	X
Various Evening Parent Programs (i.e. Financial Planning, Course Selection, College Planning)	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

We use a variety of interventions including:

Grade level/department meetings

Daily collaboration between classroom teachers, support teachers and paraprofessionals

IEP/504 reviews at the beginning of the school year

IEP/504 meetings

TSS and BSC supports

IST

Data team meetings

ESL

Gifted

Outside agencies - Therabilities, Vista, CASSP, PaTTAN, CAIU

PBIS Tier 2

SAP (student assistance team)

WIN time (grades 3-5 level)

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

Pre-school transition meetings-IU

Early Intervention transition orientation meeting

Camp Hill United Methodist-The Children's Center before/after school

Office of Vocational Rehabilitation Consultation in secondary IEP meetings

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 District works closely with the Capital Area Intermediate Unit, which is the designated agency for providing early intervention programs for students with disabilities. The District publishes Child Find notices in the local newspaper, community newsletter, and on its website. The CAIU preschool coordinator informs the District of all students who are enrolled in early intervention services who will be school age the following year. A general parent meeting is held in early December to introduce the preschool families to the Camp Hill School District primary program. A CAIU representative invites parents to the District's primary building, Hoover Elementary. A kindergarten teacher, a special education teacher, and an administrator greet the families and provide general information about the kindergarten program.

In January, individual transition meetings are held so that preschool teachers and therapists can discuss individual student needs with parents and school district representatives. The family notifies the district of their intent to register their children for kindergarten at this time. During the spring, school district representatives attend evaluation and Individual Education Program (IEP) meetings in order to ensure a smooth transition to school aged programs. Close to the beginning of the year, families are invited into the building so that students can become acquainted with the facility and the teachers.

2. The District does not currently operate or contract with any community agencies to provide pre-kindergarten programs for students in the District. Many students attend private pre-school programs.

3. The District holds kindergarten registration in the spring of the year. Families have individual appointments for registration so that their children can meet with teachers and therapists for educational screenings. Kindergarten teachers are available to meet the families and to show them the kindergarten classrooms. At the start of the school year, the first day of school is an open house so that families can attend together in order to acquaint the children with their classrooms and their teachers. As needed individual arrangements are made for more transitional time and activities depending on the needs of the individual child.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers are able to develop their budget requisitions and needs individually on a yearly basis. The Camp Hill Lion Foundation and Camp Hill Parent Teacher Organization provide additional funds and grants for materials and resources which enhance academic and extracurricular programming.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers are able to develop their budget requisitions and needs individually on a yearly basis. The Camp Hill Lion Foundation and Camp Hill Parent Teacher Organization provide additional funds and grants for materials and resources which enhance academic and extracurricular programming.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The ML continues to actively research appropriate materials and resources for classes that are up to date, relevant and incorporate technology in the classrooms.

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

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
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	Developing

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

SAS Incorporation**Elementary Education-Primary Level**

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation

History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Since the materials and resources section of the SAS for the primary level was only recently populated, the implementation has also just started.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation

History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected

Since the materials and resources section of the SAS for the intermediate level was only recently populated, the implementation has also just started.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation

Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation

Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected

This narrative is empty.

Early Warning System

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

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

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

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

The District implements a professional development planning process designed to create a culture of teaching and learning. The use of data from a variety of sources is used to inform the identification of appropriate learning opportunities for staff. Professional education occurs in a variety of formats which include: In-service opportunities, Common Professional Time (CPTs), continuing higher education, professional development seminars, webinars, workshops, etc.

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

Not applicable.

Educator Discipline Act 126, 71

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

Questions

The LEA has conducted the required training on:
1/20/2014 Online training is provided for new staff
The LEA plans to conduct the required training on approximately:
1/20/2019 Online Training

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

Questions
The LEA has conducted the training on:
12/16/2015 LEA will provide a one hour training every year over the next 5 years to meet the requirement.
The LEA plans to conduct the training on approximately:
12/12/2016
12/18/2017
12/17/2018

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

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

- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

The District develops a professional development plan which is part of the Comprehensive Plan. Patterns of achievement, concerns and systemic challenges are reviewed as part of the comprehensive planning process. In addition to the development of a Comprehensive Plan, this process occurs on an annual basis in a continuous improvement model. These areas of focus for professional development are identified as part of this systemic review.

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

Not applicable.

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.

A formalized teacher induction process is in place for the District. Inductees are assigned a teacher mentor who exemplifies the goals, objectives and competencies which are desirable for outstanding educators. Inductees meet regularly with their mentors prior to and during the school year. Specific goals for these meetings are established. Principals meet quarterly with inductees and their mentors to insure that goals are being attained. Documentation of the process is maintained and submitted to the superintendent at the end of the school year. The teacher induction process continues for those inductees who require additional support and intervention.

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

Not applicable.

*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.

Principals and the Director of Student Services provide clear and direct oversight of the inductees' progress within the teaching assignment. Formal and informal data sources are utilized to monitor the needs of the inductees in order to intervene and remediate if or when necessary.

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

Not applicable.

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.

Principals and the Director of Student Services provide clear and direct oversight of the induction process. Formal and informal data sources are utilized to identify the best mentors based on the needs of the inductees.

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

Not applicable.

Induction Program Timeline

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

If necessary, provide further explanation.

Not applicable.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Administrators who supervise the inductees and mentors, monitor the induction process throughout the school year. They intervene as necessary to insure attainment of goals. At the end of each year, inductees and mentors complete an evaluation which reflects on the value and effectiveness of the process. These evaluations are used to inform adjustments to the process.

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: **175**

Identification Method

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

The Camp Hill School District uses the significant discrepancy between ability and achievement method as the means for identifying students with learning disabilities as defined in Chapter 14. Students are evaluated by the school psychologist who uses ability (IQ) and standardized achievement testing, as well as curriculum based assessment information, to determine if there is a significant difference between expected achievement (ability) and actual achievement. The Response to Instruction and Intervention (RtII framework), which is now being labeled a Multi-tiered Systems of Support (MTSS) is often used at all instructional levels to provide regular education interventions prior to the referral for a multi-disciplinary evaluation.

The Multi-tiered Systems of Support (MTSS) framework being used in both elementary levels (K-2 and 3-5) may be used to determine learning disabilities in elementary students in the future.

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>

According to the Special Education Data Report for the School Year 2013-14, which is the most recent official data report, there are 1297 enrolled in the district. At that time, there were 151 students identified as special education students. The district's percentages of students in disability categories are in line with the state's percentages with a few exceptions. The district has only 37.7% identified students with Specific Learning Disabilities; whereas, the State has 44.3%. The district has 17.2% who are identified under Autism; whereas, the State has 9.4%. The district has 15.2% identified under Other Health Impairment; whereas the State has 12.3%.

Camp Hill School District is a small district which means variation in the enrollment of students in special education programs is more likely than in a larger school district. As is noted above, autism is one disability category for which the district's percentage is higher than the State's. Autism is a disability that is most often identified by an outside provider such as a medical doctor, psychiatrist, or psychologist. The school district's school psychologist uses these outside evaluations, as well as the district's assessment information, to identify a student as being on the autism spectrum and in need of specially designed instruction in the school setting. The district does not believe that its higher percentage represents an over identification of students with autism, but rather it is the result of the district's size, its student population, and its reputation for providing good programs for students with autism.

While many of the students who are identified as "Other Health Impairment" are diagnosed with ADD/ADHD, there are several students who have other medical conditions that significantly interfere with their learning. These other medical conditions include chromosomal and neurological impairments. They are identified as "Other Health Impairment," which impacts the district's total number of students in this disability category. As with all other disability categories, the Individual Education Program (IEP) team develops a plan based on assessment data and recommendations presented in an evaluation report. Prior to any multidisciplinary evaluation, the district uses regular education supports such as instructional support plans, 504 plans, remedial reading, and school-wide behavior supports. It is again worthwhile to note that the district's small size results in fluctuation in its percentages of students in the various disability categories much more quickly than it does at the state level.

The district's percentage of students identified under Specific Learning Disability is lower than the State's, even though it is still the highest percentage for both the district and the State. The district does not see this as a significant discrepancy, but would cite the effectiveness of regular education supports as a possible cause of its lower percentage. The district uses Multi-Tiered Systems of Support, especially at the elementary level, to proactively support students who are not meeting core instructional benchmarks.

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?

The Camp Hill School District does not host any locations that fall under Section 1306 of the Public School Code.

When Camp Hill School District is notified that a resident student is being educated by another school district under Section 1306, it claims the student and provides the appropriate documentation of funds to support that student's education in the host district. When the Director of Student Services receives appropriate and timely communication from the educating district or entity, she attends evaluation and Individual Education Program (IEP) meetings either in person or by phone. She provides input into the education plan in order to plan for a smooth transition back to a district school, if appropriate.

There are several barriers which limit the district's ability to meet its obligations under Section 1306 of the Public School Code. One barrier that the district faces is timely and adequate communication from the educating entity. Notification that a district student is in another location as a Section 1306 student often arrives several weeks after the student has been enrolled in the other entity. Occasionally, the student has already returned to his/her

neighborhood school before the notification occurs. Another barrier is the lack of adequate communication between cyber schools and public schools regarding students who fall under this regulation. It is difficult to know if the student's needs are being met when you have not been the Local Education Agency (the district) for that student prior to his/her change in status. Thirdly, parents do not fully understand how the local school district fits into their child's education when they are being educated by another entity under this regulation. In the last three years, the principals, guidance counselors, and the Director of Student Services have used the student information system to help identify and reach out to families as needed to explain the involvement of their home district. This improved communication with families is helping the district to improve communication with the districts who are educating Camp Hill's students and ensures that they are receiving a free appropriate public education.

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).

The Camp Hill School District has no facilities for incarcerated students within the district's boundaries.

The Camp Hill School District works closely with the families in the district, and they often report to district personnel when their son/daughter is incarcerated or in trouble with the law. This is an advantage of the district's small size. The attendance system is used to track withdrawals, and administrators follow-up as appropriate if there are any concerns. In addition, the administrators know the officers in the Camp Hill Police Department well, especially the community service officer who collaborates with guidance counselors when an issue arises. The administrators and counselors are familiar with the probation officers serving students within the district and have good communication with them. If a student is identified as a special education student, the district provides the appropriate documents as prescribed by the regulations. The Director of Student Services attempts to maintain communication with the facilities in order to participate in Individual Education Program (IEP) and reevaluation meetings as needed.

The Camp Hill School District has a responsibility to offer a Free Appropriate Public Education (FAPE) to all students who have been identified as eligible for special education services until the student reaches age 21. Although no correctional institutions are located within the Camp Hill School District, if one did exist within the district, the district would comply fully with all federal and state requirements to identify, evaluate, and provide appropriate programs for these students. These services would be available to the student during any pending court action and after conviction of any criminal offense. The district would fulfill its responsibility to provide annual notice by sending information to the director of the facility. In addition, the Director of Student Services would develop ongoing

communication procedures to ensure the provision of appropriate services within prescribed timelines.

The Director of Student Services would maintain communication with the family, the probation officer, and facility administration to ensure that the school district was prepared to provide an appropriate education once the student is eligible to return to public school.

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 Camp Hill School District offers services within the district to ensure that students with disabilities are educated with non-disabled peers to the greatest extent possible by offering supports within the general education program and through supplementary aids and services in regular education for identified special education students.

Prior to utilizing special education services, the district utilizes general education supports to help students who are not succeeding within the regular education setting and curriculum. At the elementary level, the Response to Instruction and Intervention (RtII), also now known as Multi-Tiered Systems of Support, is utilized in English Language Arts and in Math to monitor student achievement and to provide interventions based on student need. Classroom teachers instruct students at their level in reading through flexible grouping and Title I remedial reading services (grades K-5). Teachers are now using a guided math model to strategically provide additional support or enrichment to students in math. A reading specialist at the middle school provides additional reading instruction to students who are not meeting proficiency on the PSSA test. Math Foundations is a new middle school math course that all students take to reinforce core math skills and to provide additional problem solving opportunities. An online math program called iREADY is used in all grades from kindergarten through eighth. At the high school level, remedial math instruction is provided by teachers through extra math instructional periods for those whose math scores are below expected achievement levels. Before and after school tutoring is available to all students, and structured study halls can be used to provide previewing

and reviewing of grade level material for at-risk students. The School-wide Positive Behavior system at the middle school utilizes a tiered system of support for students with behavior and disciplinary concerns. A proactive component of the program is mentor groups. Teachers are assigned a group of students to provide support to them throughout their middle school careers. Instructional support teams and processes are in place, as are Student Assistance Teams and guidance services. The district has guidance counselors at all levels to support the social and emotional growth of students. It is after these regular education services have been applied consistently over a period of time that educational teams, which include parents, decide that referrals for multidisciplinary evaluations should be made.

Teachers at the elementary level are trained in Multi-Tiered Systems of Support and Student Assistance. The middle school teachers and high school teachers are trained in Student Assistance and the middle school teachers are also in School-wide Positive Behavior Intervention Support. Teachers, administrators, and paraprofessionals are trained in de-escalation techniques and Safe Crisis Management.

When a student is identified as having a disability and in need of specially designed instruction, the team decides on the services that will provide a Free Appropriate Public Education (FAPE) for that student. The team will first consider the use of District supportive services before considering services outside the district because they are more restrictive. The team looks for services that are housed in neighboring school districts so that to the greatest extent possible the student can participate in courses and activities with non-disabled peers. The District belongs to a consortium with Cumberland Valley School District, West Shore School District, and East Pennsboro Area School District, which gives District students access to special education programs in these districts, if agreed upon by the IEP team and the hosting district. Camp Hill offers services to consortium students when a district program meets that student's needs. For example, one of our consortium partners has a primary student in Camp Hill's verbal behavior classroom. Camp Hill also uses Mechanicsburg Area School District and Big Springs School District for deaf/hard of hearing services. The use of neighboring districts for services affords students the ability to stay in a Camp Hill School or to attend school in a regular education school environment close by. For example, the District uses a Big Springs teacher of the deaf/hard of hearing to provide itinerant services to a student in a Camp Hill school. The district uses consultative support from West Shore School District to help IEP teams meet the needs of students with vision concerns. Additionally, the District contracts with Therabilities, VISTA Outreach, and Behavior by Design to help teams analyze behavior and develop positive behavior support plans.

The Individual Education Program (IEP) team reviews all of the assessment and progress monitoring data to determine the needs of the student. During the discussion, the team considers supports and services within the regular education environment first. The district uses a variety of supplementary aids and services from the categories of collaborative, instructional, physical, and social-behavioral. IEP teams collaborate with district personnel and also with outside consultants to revise the specially designed instruction to meet the needs of students with autism, behavior concerns, communication

deficits, and medical impairments. For example, a consultant from the Capital Area Intermediate Unit has been coaching a team of teachers, aides, parents, and a speech clinician in how to teach a student to use an augmentative communication device across environments. IEP teams use instructional strategies with students who are in the general education classroom in order to meet their IEP needs. Teachers modify and adapt materials, curricular goals, and assessments. They may use audio-presentations, computers, and other devices to deliver instruction for students to demonstrate learning. At the secondary level, a structured study hall provides time for pre-teaching, reteaching, and chunking long-term assignments. The occupational therapist guides teams in adjusting sensory input, in using adaptive equipment, and in identifying appropriate seating arrangements. Fidgets, seat cushions, and sensory breaks are specific examples. Lastly, guidance counselors, the school psychologist, and special education teachers provide social skills instruction in small groups or individually. Elementary guidance counselors facilitate peer supports through support groups such as friendship groups, newcomer groups, and blended family groups.

When a student has been unsuccessful in one environment, the IEP team considers other supports and services that are needed in order to provide FAPE. It is after this team discussion and analysis of data that the decision is made that the student needs a more restrictive environment in order to provide FAPE. The team first considers adding supports and services within the neighborhood school - increasing the level of support from itinerant to supplemental or supplemental to full time. If minimal progress is made with this higher level of support, the district looks for other placement options. For example, the district has several students with extreme behaviors that are impeding their learning and also the learning of their peers. The team determined that full time emotional support center based programs were needed in order to provide FAPE. The district has therefore contracted with the Capital Area Intermediate Unit, New Story, and Diakon Center Point Program for these services. During the 2015-16 school year, up to nine students have been placed in programs outside the school district and two students have been transitioned back to a Camp Hill school. All of these students are still able to participate in district extra-curricular activities.

Of note is the fact that the district has met the Indicator 5 target over the last three reporting periods. Indicator 5 is a federally prescribed performance target that states and local school districts need to meet regarding percentages of special education students being educated within the regular class for 80% or more of the day, who are in the regular classroom less than 40% of the day, and who are in settings outside their local district. (In 2013-14, the targets were 62.1% in the regular classroom for 80% or more of the day, 8.9% inside the regular classroom for less than 40% of the day, and no more than 4.6% in outside settings.) In 2011-12, Camp Hill had 66.4% of its students inside the regular class 80% or more of the day. In 2012-13, the district had 74.0% of its special education students inside the regular class for 80% or more of the day. And for the 2013-14 year, 77.9% of its special education students were in the regular class for 80% or more of the day. The district has a small number of students placed in programs outside the district. In the 2015-16 school year, the district has transitioned two students back into district programs, but continues to

have students whose needs are best met in programs in neighboring districts, approved private schools, or private providers. This number fluctuates a bit from year to year, but the percent of the district special education students has been so small that it is not reported by the state, whose requirement is an N size of more than 10 in order to report it publicly.

The district has special education teachers that provide full time, supplemental, and itinerant services for students with disabilities in their neighborhood schools. The special education teachers, with the aid of paraprofessionals, use inclusion as specified in IEP's to provide the specially designed instruction necessary to ensure FAPE. All district special education students are enrolled in elective courses such as physical education, art, music, consumer education, health/wellness, and technical education. Furthermore, students participate in lunch, recess, and extra-curricular activities with non-disabled peers. Paraprofessional support is provided as needed for their participation. In the last two years, the district has increased its capacity to educate students with autism and intellectual disabilities in school district programs through the use of professional development and consultative support from VISTA Outreach, the Capital Area Intermediate Unit (CAIU), and Pennsylvania Technical Training and Assistance Network (PaTTAN). The district has added a communication facilitator to help a student who is deaf participate more fully in the general education program. Assistive technology devices such as LAMP, computers, iPads, and hearing aids are provided to students as tools that help them to fully access the general educational environment.

The district employs a speech/language clinician and contracts for services for additional speech/language therapy, occupational therapy, physical therapy, vision support, and deaf/hard of hearing support in order to provide the services that students need to access the regular education program. Special education teachers, paraprofessionals, and other key professionals (guidance counselor, nurse and principals) are trained in Safe Crisis Management skills in order to support students with behavior problems. Special education teachers and the school psychologist are trained to conduct functional behavioral assessments and to write and implement positive behavior support plans as part of the specially designed instruction for individual students. The district contracts with providers who specialize in behavioral supports to address the needs of some of its students. Currently, the district is using VISTA Outreach, Therabilities, and Behavior by Design for this type of support. These specialists may consult with school professionals and/or they may provide direct services to the students.

The District has availed itself of the consultative services of PaTTAN and the CAIU to develop more inclusive individual education programs for students. In the past, three district teams (one at primary level; one at intermediate elementary; and one at high school level) participated in the Include Me grant program in order to support students with cognitive disabilities. The district has also participated in verbal behavioral training/coaching provided by PaTTAN. With the support of PaTTAN consultants, the district opened a primary class for students on the autism spectrum and with intellectual disabilities who have high communication and behavioral needs. During the 2014-15 school year, the district added an intermediate level (grade 3-5) verbal behavioral classroom and it is also receiving support from PaTTAN consultants. The district has intermediate and

middle school intensive learning support classrooms. The special education teachers in these programs instruct students who have social/emotional needs, as well as academic difficulties. The students in these programs may be on the autism spectrum and/or have significant emotional (social and behavioral) needs. In the next three years, the district will need to expand its verbal behavioral program into the secondary levels or find other research-based methods for educating students with autism and/or intellectual disabilities. The intensive learning support programs have provided the flexibility the district needed to increase the level of behavioral support for students, while still keeping them within their neighborhood schools.

The district uses a variety of assessments to help students of transition age make decisions about their post-secondary goals based on their interests and strengths. As appropriate, the district utilizes work study, vocational technical school enrollment, and services offered by the CAIU for job coaching and community-based vocational instruction. The district has special education students who participate in the Cumberland Perry Area Vocational Technical School programs. When a paraprofessional is needed, the district provides one to ensure that the student can fully access the program. The guidance counselors connect students with internships and programs through the district's membership in the Capital Region Partnership for Career Development. These programs afford students opportunities to explore career options while still in high school. Camp Hill partners with neighboring districts and also with The Arc of Pennsylvania and the Office of Vocational Rehabilitation to develop individual transition plans. For example, The Arc of Pennsylvania has guided a family through the Discovery program, a process leading to customized employment. The district utilizes computer programs for career assessments and exploration. Conover is one such program and the district recently invested in a school-wide computerized program called Naviance that helps high school students research and select employment and post-secondary training options.

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 District has policies (Policy 113.2, 218, 249) on discipline that include procedures for addressing appropriate school-wide behavior, bullying, and other behaviors associated with a safe and orderly environment. Each building has a code of conduct that promotes appropriate social behavior and citizenship through positive expectations, role modeling,

and incentives. At the elementary and middle school levels, the "rules" are listed as "Lion Pride" which remind students to: have a positive attitude, show respect for one another, to show integrity, to embrace diversity, and to always strive for excellence. Lion ambassadors work with the middle school guidance counselor to welcome students and to model the code of conduct. A bullying prevention program has been implemented at the elementary level through the weekly guidance classes. Two elementary guidance counselors also provide lessons in interpersonal relationships, healthy habits, and careers.

At the middle school level, the guidance counselor, principal, and teacher representatives were trained in the School-wide Positive Behavior Interventions and Supports program. The core team helped to launch the program in 2013-14. In addition to reviewing the code of conduct, incentives and special programs are utilized to improve and maintain the positive climate in the school. The core team collects data and uses it to address concerns. All students are assigned a mentor group with a mentor teacher. The groups meet periodically for programs and discussions, but an important reason for the program is to provide a student with an adult mentor with whom the student can develop a positive relationship during the middle school years. In the last two years, the core team has received additional training and participates in team maintenance activities through events sponsored by the Capital Area Intermediate Unit.

Teachers and other designated staff are trained to use Safe Crisis Management skills. Yearly certification and recertification training occurs through Safe Crisis Management district trainers. De-escalation strategies are an important part of the training, but have also been given as stand-alone training as needed to support the staff working with specific students. The district regularly provides training in de-escalation and positive behavior strategies to paraprofessionals as part of their required twenty hours of training to maintain their highly qualified status. Examples of strategies are frequent positive cuing, sensory/time out breaks, and pre-planning transitions. One-on-one paraprofessionals are assigned to specific students to help them learn appropriate behavioral strategies. Social skills lessons also occur regularly for some students. The district works cooperatively with outside behavioral health providers when Therapeutic Support Staff and Mobile Therapists are assigned to our students. As needed, the district contracts with a local psychiatrist for an evaluation. The report that is written provides the family with recommendations for community based mental health services and the district with educational recommendations.

Camp Hill School District provides school-based behavioral health services to students as needed by using the district's school psychologist and guidance counselors, and as services from the Capital Area Intermediate Unit as needed. Guidance counselors meet one-on-one with students to address concerns. The counselors at the elementary and middle school offer small group sessions for targeted students. For example, there is a newcomers group, a blended families group, social skills groups, and study skills groups, to name a few. The school psychologist has offered support groups to teach relaxation strategies to students coping with anxiety. The Student Assistance Program (Policy 236) is a district program which provides a systematic process for identifying barriers to learning. The district partners with Teenline and Cumberland County Drug and Alcohol to provide a

resource to families through the Student Assistance Program when the mental health and drug/alcohol concerns are beyond the scope of district resources.

The district utilizes the Child and Adolescent Service System Program (CASSP) when a family or student needs additional supports. An elementary CASSP worker is in the district weekly to consult with school professionals, as well as to help families. Additionally, district professionals communicate regularly with Mental Health/Intellectual and Developmental Disabilities (MH/IDD) representatives, and the district contracts with a psychiatrist for recommendations.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

It is challenging for the District to ensure a Free Appropriate Public Education (FAPE) for students with more complex and/or rare disabilities. For example, it is challenging to ensure FAPE for students who are dually diagnosed with autism and emotional disturbances. These students may have significant aggressive behaviors that have impacted their academic progress, their safety, and the safety of the other students. These students have tended to be rigid in their thinking and have difficulty with transitions and change. In addition to training more teachers and support staff in de-escalation techniques, teachers and the school psychologist have updated their training in functional behavioral analysis, developing positive behavior support plans, and Safe Crisis Management. Furthermore, the district has contracted with VISTA Outreach Services to provide consultative services to district teachers. As part of their support, the consultants have conducted training and provided additional modeling of intervention strategies to help teachers with specific students. Additionally, the district will contract with providers such as New Story, the Capital Area Intermediate Unit (CAIU), Yellow Breeches Educational Center, River Rock Academy, and Diakon Center Point to provide full time services to students when the IEP team determines that this is the appropriate level of intervention in order to ensure FAPE. Within the last two years, the district has also contracted with Therabilities and Behavior by Design to support IEP teams to collect and analyze behavior data, develop positive behavior plans, and to model behavioral intervention strategies.

The district added an intensive learning support classroom at the elementary level in the 2011-12 school year to provide supplemental and itinerant support to students with problematic behaviors. Students may be identified with autism, emotional disturbance, or other health impairment, but they all have positive behavior plans and social skills

instruction, as well as any academic support. Because of the small caseload and paraprofessional support, the district has been able to increase the intensity of support as needed for individual students prior to considering a placement outside the district. In 2014-15, the district added an intensive learning support program at the middle school to meet the growing need within the district to expand the continuum of services in this area.

The district is partnering with neighboring school districts and the Capital Area Intermediate Unit to provide services for students who are deaf/hard of hearing. The Mechanicsburg Area School District provides a full time deaf/hard of hearing classroom to Camp Hill students and Big Springs School District provides itinerant deaf/hard of hearing support to the district. The itinerant teacher comes to Camp Hill which enables the student to remain in Camp Hill Schools while receiving the appropriate level of support. The CAIU provides audiology support and is also providing coaching to teachers who are teaching students with augmentative communication devices. Camp Hill uses approved private schools when a student who is deaf/hard of hearing has more intensive needs than can be provided locally. Scranton School for the Deaf/Hard of Hearing and Western Pennsylvania School for the Deaf are the schools that Camp Hill has used to meet the needs of these students once the IEP team decides that these schools provide FAPE for these students.

Camp Hill continues to be part of a four district consortium for special education services so that when it has a student with a rare disability who is in need of specially designed instruction, it can use the services that exist in neighboring schools which could be the least restrictive setting with similar peers. Camp Hill continues to have difficulty providing FAPE for high school students with intensive emotional/behavioral needs. The district utilizes the Capital Area Intermediate Unit programs, as well as Yellow Breeches for full time emotional support. More recently, Camp Hill has used River Rock Academy's full time emotional support program and Diakon's Center Point program. The District collaborates with juvenile probation as appropriate for special education students who are adjudicated.

The district began a supplemental/full time autism and intellectual disabilities support program for young children with complex communication needs in 2012-13. The district continues to use the support of the Pennsylvania Technical Training and Assistance Network (PaTTAN) staff who are part of the verbal behavioral initiative to support this primary elementary program and to expand the program into the upper elementary grades (3-5), which it did in the 2014-15 school year. The district projects a need to further develop this program into the middle school grades within the next two year, possibly as a consortium classroom.

The district uses Child and Adolescent Service System Program (CASSP) services at all levels when providing FAPE becomes a challenge. Additionally, the district communicates directly with Mental Health/Intellectual and Developmental Disabilities (MH/IDD) representatives, juvenile probations, and the Office of Vocational Rehabilitation to find appropriate educational programs for its students. Lastly, Camp Hill contracts with a psychiatrist as needed for recommendations related to mental health concerns.

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 Camp Hill School District is committed to educating all of its special education students in quality programs in the least restrictive environment. Camp Hill's small size provides the advantage of getting to know students and their families well. This depth of knowledge is the foundation for true collaboration among team members in the decision-making process for students. Over 95% of parents/guardians participate in multidisciplinary evaluation team meetings and in individualized education program meetings. Parent/guardian verbal and written input is incorporated into the assessment reports and into the individualized education programs (IEPs). Communication with parents/guardians occurs through daily logs, emails, phone conversations, meetings, and training opportunities. Because of the small size of the district, special education teachers often have students with different disabilities as well as different levels of support on their caseloads. The sizes of their caseloads are lower than in other districts allowing them to provide the specially designed instruction needed by the variety in their students' needs. Flexibility and creativity are the hallmarks of the collaborative process in our small suburban district.

In the last five years, the school board has supported the growth of special education programs and services to keep its students in their neighborhood schools. The district started a verbal behavioral program at the primary level in the 2012-13 school year with the training and consultative support of Pennsylvania Training and Technical Assistance Network (PaTTAN). The district continues to collaborate with PaTTAN in that program and to support a verbal behavioral classroom at the intermediate level, which began in the 2014-15 school year. The intensive learning support model was expanded from the program started at Eisenhower in 2011-12 school year to the middle school level to meet the needs of district students as they transition from the elementary level to the secondary level. The district engaged VISTA Outreach to provide the consultative support it needed to expand the skills of the staff for this program. Middle school special education teachers then trained regular educators and continue to collaborate with them to provide a range of supplementary aids and services for these students in their classrooms. The intensive learning support class provides the necessary behavioral and academic supports for students with autism, emotional disturbance, and other health impairments with behavior challenges. This program incorporates direct instruction in social skills, and the teacher develops, implements, and monitors individual positive behavior support plans for each of the students. These intensive learning support programs provide the flexibility needed to change the level of a student's support during the school year within their neighborhood school before considering outside placements.

Camp Hill is fortunate to have a dedicated professional faculty and support staff. Highly qualified paraprofessionals work with students at all grade levels to meet their special education needs within the general education classroom. Staff members participate regularly in discussions and professional education to enhance their skills in many areas of curriculum, instruction, and assessment. Teams analyze assessment data to develop

general education support plans and to fine tune goals and specially designed instruction in IEP's. As needed, the district enlists the help of consultants to address the needs of students with less common or more intense needs. For example, in addition to behavior support, the district uses the support of the Capital Area Intermediate Unit in the areas of audiology and assistive technology. Partnerships with neighboring school districts provide the deaf/hard of hearing and vision support that Camp Hill needs to keep students in their neighborhood schools. The district employs a communication facilitator to aid a student through signing and other academic and behavior support. Elementary special area teachers (art, music, and physical education) include special education students into their classrooms with the aid of paraprofessionals, and they also provide adapted instruction for those students who benefit from these curricular modifications. Paraprofessionals accompany students to Cumberland Perry Area Vocational Technical School and to extra-curricular activities so that the students can participate in other general education programs and activities.

Camp Hill belongs to a special education consortium. One of the major activities of the consortium is to plan and offer parent training. Between two and four evening programs are provided yearly. Topics have included community resources for students with intellectual disabilities, special education regulations, effective IEP's, and community transition services. The districts also share special education resources to help save costs, while still providing quality programs and related services to students.

Over the last few years, the district has improved its transition planning and increased the number of activities available to students age 14 and older with IEP's. As an example, the district participates in the Capital Region Partnership for Career Development which offers a variety of programs to help students learn about careers. Additionally, the district contracts with the Capital Area Intermediate Unit for students to participate in community based vocational instruction as appropriate. More students with IEP's have participated or are participating in programs at Cumberland Perry Area Vocational Technical School because the district has committed to sending paraprofessional support with the students as needed. At the high school level, parents can monitor grades through a parental portal. And now the district also offers the Naviance program to help families in post - secondary education and training decisions. The district continues to matriculate more than 85% of its seniors to higher education upon graduation. Of the 18 special education students who have graduated in the last two years, 9 matriculated to higher learning, 7 are employed, and 2 are volunteering and participating in supervised adult programs.

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
Hill Top Academy	Special Education Centers	Full Time Emotional Support - CAIU classroom and facility	1
Mechanicsburg Area School District	Neighboring School Districts	Deaf and Hard of Hearing Support	1
Scranton School for the Deaf	Approved Private Schools	Residential Full Time Deaf and Hard of Hearing Support	1
Beacon Light	Other	Residential Treatment Facility - Emotional Support/Autism Support	1
School District of Lancaster	Neighboring School Districts	Full Time Multiple Disabilities Program	1
Diakon Center Point Program	Other	Full Time Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 21, 2017

Reason for the proposed change: New school year resulted in a change in the speech clinician's caseload distribution.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	35	1
Locations:				
Hoover Elementary	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: August 21, 2017

Reason for the proposed change: Updating the district's special education profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	14	1
Locations:				
Camp Hill 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:* August 21, 2017*Reason for the proposed change:* Updating the special education profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	1
Locations:				
Camp Hill 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:* August 21, 2017*Reason for the proposed change:* Updating special education profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	1
Locations:				
Camp Hill 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:* August 21, 2017*Reason for the proposed change:* Updating special education profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	15	1
Locations:				

Camp Hill Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 21, 2017*Reason for the proposed change:* Updating the special education profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	16	1
Locations:				
Camp Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 21, 2017*Reason for the proposed change:* Updating special education profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	15	1
Locations:				
Camp Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 21, 2017*Reason for the proposed change:* Updating special education profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	14	1
Locations:				
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District

PROGRAM DETAILS*Type: Class**Implementation Date: August 21, 2017**Reason for the proposed change: Updating special education profile***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	15	1
Locations:				
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 21, 2017**Reason for the proposed change: Updating special education profile***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	14	1
Locations:				
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 21, 2017**Reason for the proposed change: Updating special education profile***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	13	1
Locations:				
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 21, 2017**Reason for the proposed change: Update special education profile***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	1
Locations:				
Hoover Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 21, 2017*Reason for the proposed change:* Updating special education profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	8	1
Locations:				
Hoover Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 21, 2017*Reason for the proposed change:* Updating special education profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	12	1
Locations:				
Camp Hill 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:* August 21, 2017*Reason for the proposed change:* update special education profile**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	8	1
Locations:				

Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 21, 2017*Reason for the proposed change:* Update special education profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 11	20	0.5
Locations:				
Eisenhower 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	Speech and Language Support	11 to 14	5	0.25
Locations:				
Camp Hill 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	15 to 19	5	0.25
Locations:				
Camp Hill 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
School Psychologist	Camp Hill High School, Camp Hill Middle School, Eisenhower Elementary, Hoover Elementary	1
Director of Student Services	Camp Hill High School, Camp Hill Middle School, Eisenhower Elementary, Hoover Elementary	1
Full time paraprofessional	Camp Hill High School	4
Part time paraprofessional - two part time people	Eisenhower Elementary	1
Full Time Paraprofessional	Camp Hill Middle School	5
Full time paraprofessionals	Eisenhower Elementary School	12
Full Time Paraprofessionals	Hoover Elementary School	6

Full Time Communication Facilitator	Camp Hill Middle School	1
Administrative Assistant for Director of Student Services	Camp Hill School District Administration Building	1
Part Time Paraprofessional- two part time people	Hoover Elementary	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	2 Days
Physical Therapist	Outside Contractor	1 Days
Consultative Autistic Support	Outside Contractor	1 Days
Vision Consultative Support	Multiple LEA (School Districts or Charter Schools)	10 Minutes
Consultative Audiology and Deaf and Hard of Hearing Services	Intermediate Unit	10 Minutes
Consultative Behavior Support	Outside Contractor	5 Days
Consultative Assistive Technology Support	Intermediate Unit	0.25 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:

ACCOMPLISHMENTS

Camp Hill students typically exceed State and National averages regionally, statewide and nationally.

- Students exceeded the SAT statewide and nationally by approximately 50 points in math, verbal and writing skills and more than 150 points in the combined score.
- Camp Hill School District continues to exceed the State average on the ACT in English, mathematics, reading, science and composite scores by 4 - 5 points in each area.
- For three years Camp Hill High School was named Best High School in America by the US News and World Report. In 2012 it was ranked 11th out of 752 high schools in PA (top 2%) in 2012 and 714th out of 752 high schools in the United States (top 3%).
- The Camp Hill High School graduation rate is typically 95% or better for the District.

All Camp Hill School District schools exceeded Adequate Yearly Progress targets in reading and math through 2011.

- At all levels, student needs are evaluated on an individual basis. They are addressed via instructional support and student assistance teams. The student assistance teams help families to address the social and emotional health needs of students.
- At the elementary level educators are using student achievement data consistently across all disciplines and grade levels to inform instruction, assessment and curriculum; and response to instruction and intervention processes are used to meet student needs. Implementation of data informed instruction, assessment and curriculum is recognized and used across certain disciplines and grade levels to inform instruction, assessment and curriculum.
- Economically disadvantaged students within the District are making adequate yearly progress from elementary through middle school.
- At the elementary level, parents are highly involved in assisting in various capacities, including individual and small group skill practice, projects and publishing. They are an essential component of the instructional program.

Writing scores across the District typically well- exceed state benchmarks. The elementary schools changed the writing curriculum, instructional methods and assessment model and beginning in 2009 exceeded projected achievement benchmarks. In 2009, 60% of the students achieved proficiency; in 2010, 83%; in 2011, 87%; and in 2012, 87%.

Student attendance across the District continues to remain at higher than expected Adequate Yearly Progress levels and discipline referrals are limited at all levels.

- The high school implements a perfect attendance incentive program in order to promote attendance at school.
- Safety and bullying policies are in place.
- Each year the Student Code of Conduct is published and distributed to all families.
- Implementation of a P.R.I.D.E. program at the elementary and middle schools sustains a positive learning culture.

Educators within the district recognize the value of professional certification within instructional areas and professional collaboration.

- Across the district regularly scheduled in-service training programs occur during the school year, summer and through a system of eighteen required common professional time meetings per school year. Teachers are often organized within grade level and curriculum teams for the purpose of improving instruction.
- All professionals and paraprofessionals meet the State's standards for being highly qualified.

Despite Camp Hill School District's small size and lack of economies of scale, spending per student is relatively low.

- Community volunteers provide expertise in varied areas (i.e. Financial Advisory Committee).
- The Lion Foundation provides financial assistance with varied programs and facility upgrades.

Camp Hill School District has made the necessary investment in technology for the purpose of student learning. All schools are equipped with the following:

- Smart Board technology in classrooms
- Individual student computers
- Carts of laptop computers
- iPad carts
- Televisions
- Wireless Internet access

PATTERNS OF CONCERNS

A systematic assessment plan across the district is necessary for the purpose of regularly monitoring student progress and informing instruction and curriculum.

- Elementary schools have implemented a systematic assessment plan in reading and writing; however, a system for monitoring progress in math is lacking.

The District lacks a consistent process for writing curriculum and assuring alignment to the common core standards. Related to this is the need to implement a plan for integrating the State's new "student standards for interpersonal skills" into the curriculum.

While the District has an All Hazards plan in place, prioritizing the ongoing review of it, assuring consistent implementation of it and upgrading current safety and security systems in all schools must remain a high priority. Safety and security equipment within Hoover needs to be prioritized. Revenue sources (stagnant tax base and limited State and Federal funding) within the District are limited, affecting the ability to provide the human and physical resources necessary for ongoing improvement of student learning.

- The District needs to increase its focus on "at risk" students' achievement of proficiencies in reading, writing and math. Human resources necessary for the effective remediation of skills especially for "at risk" students are lacking.
- While the Eisenhower School provides adequate space for growing enrollment and varied levels of learners, the physical plants of all of the schools must be reviewed and monitored for their ability to meet growing enrollment needs and the varied levels of learners. Hoover, in particular, lacks space to meet growing enrollment and varied levels of learners. This concern is further impacted by the lack of an elevator at Hoover.
- While the District has made a substantial investment in the provision of technology within its schools, the sustainability of the infrastructure and ongoing updating of equipment need to remain a priority.

District Accomplishments

Accomplishment #1:

Educators within the district recognize the value of professional certification within instructional areas and professional collaboration.

- Across the district regularly scheduled in-service training programs occur during the school year, summer and through a system of nine required common professional time meetings per school year. Teachers are often organized within grade level and curriculum teams for the purpose of improving instruction.
- All professionals and paraprofessionals meet the State's standards for being highly qualified.

Accomplishment #2:

Despite Camp Hill School District's small size and lack of economies of scale, spending per student is relatively low.

- Community volunteers provide expertise in varied areas (i.e. Financial Advisory Committee).
- The Lion Foundation provides financial assistance with varied programs and facility upgrades.

Accomplishment #3:

Camp Hill School District has made the necessary investment in technology for the purpose of student learning. All schools are equipped with the following:

- Smart Board technology in classrooms
- Individual student computers
- Carts of laptop computers
- iPad carts
- Televisions
- Wireless Internet access

Accomplishment #4:

Update May 2016: This goal has been met. The middle school PBIS team is fully in place, with 3 tiers of intervention. The program has been rewarded over the past 3 years with a SET score above 93% for implementing the program with fidelity.

Accomplishment #5:

A systematic assessment plan across the District is necessary for the purpose of regularly monitoring student progress and informing instruction and curriculum.

- Elementary schools have implemented a systematic assessment plan in reading and writing; however, a system for monitoring progress in math is lacking.
- Assessment scores at the secondary level are stagnant. Curriculum teams at the secondary level must identify a means for regularly monitoring student progress and adjusting instruction and curriculum across the grade levels and disciplines. Of immediate importance is the need for a system for monitoring students' reading and math skills as they progress from 8th to 11th grades.

Accomplishment #6:

A system of time utilization has been developed to fully engage teachers/staff in planning process.

District Concerns

Concern #1:

Revenue sources (stagnant tax base and limited state and federal funding) within the District are limited, affecting the ability to provide the human and physical resources necessary for ongoing improvement of student learning. The physical plants of all of the schools must be reviewed and monitored for their ability to meet growing enrollment needs and the varied levels of learners.

Concern #2:

A multi-tiered system of support that addresses academic and behavioral concerns needs to be consistently implemented K-12.

Concern #3:

Professional learning opportunities should be designed based on personalized needs and **mirror effective instructional practices**. The following professional learning needs have been identified:

- Differentiation and meeting the needs of diverse learners
- Effective assessment and instructional practices

Prioritized Systemic Challenges

Systemic Challenge #1 (*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.

Aligned Concerns:

A multi-tiered system of support that addresses academic and behavioral concerns needs to be consistently implemented K-12.

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

Aligned Concerns:

Professional learning opportunities should be designed based on personalized needs and **mirror effective instructional practices**. The following professional learning needs have been identified:

- Differentiation and meeting the needs of diverse learners
- Effective assessment and instructional practices

Systemic Challenge #3 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Professional learning opportunities should be designed based on personalized needs and **mirror effective instructional practices**. The following professional learning needs have been identified:

- Differentiation and meeting the needs of diverse learners
- Effective assessment and instructional practices

Systemic Challenge #4 (*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.

Systemic Challenge #5 (*Guiding Question #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Aligned Concerns:

Revenue sources (stagnant tax base and limited state and federal funding) within the District are limited, affecting the ability to provide the human and physical resources necessary for ongoing improvement of student learning. The physical plants of all of the schools must be reviewed and monitored for their ability to meet growing enrollment needs and the varied levels of learners.

Systemic Challenge #6 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

District Level Plan

Action Plans

Goal #1: Establish a system that fully ensures students who are academically and/or behaviorally at risk, are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- 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.

Indicators of Effectiveness:

Type: Interim

Data Source: SWIS (school wide information system)

Specific Targets: Reduction in the total number of behavioral referrals reviewed on a quarterly basis.

Type: Interim

Data Source: Imagine Learning (K-5)

Specific Targets: We will use diagnostic data in reading and math to identify students not performing at grade level. Imagine Learning will provide differentiated instructional supports for students based on their performance and growth. Post-assessments will show at least 80% of students reaching grade level benchmarks with reading and math fluency.

Type: Interim

Data Source: Classroom Diagnostic Tools

Specific Targets: Between first and second administration an average of 30-50 point increase in the overall scaled score.

Type: Interim

Data Source: Study Island (6-8)

Specific Targets: We will use diagnostic data in reading and math to identify students not performing at grade level and to develop small group or individual interventions. Post-assessments will show at least 80% of the students demonstrating mastery of eligible content.

Strategies:

Positive Behavioral Intervention Supports

Description:

Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.

SAS Alignment: Safe and Supportive Schools

Multi-Tiered Systems of Support (MTSS)

Description:

MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005).

Source-<https://www.pbis.org/school/mtss>

SAS Alignment: Assessment, Instruction, Safe and Supportive Schools

Implementation Steps:

Positive Behavioral Intervention Supports

Description:

All schools in the Camp Hill School District will fully implement PBIS with fidelity as evidenced by professional development and indicators of effectiveness.

Start Date: 7/1/2016 **End Date:** 7/1/2019

Program Area(s):

Supported Strategies:

- Positive Behavioral Intervention Supports

Multi-Tiered Systems of Support Framework K-8

Description:

The Camp Hill School District will implement a systemic, continuous-improvement framework for supporting students behaviorally and academically as evidenced by data-based problem-solving and decision-making practices across all schools K-8.

Start Date: 7/1/2017 **End Date:** 7/1/2021

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

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS)

Goal #2: Establish a system that fully ensures the consistent implementation of effective instructional practices supported by professional development that is focused, comprehensive and implemented with fidelity.

Related Challenges:

- 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 professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Interim

Data Source: Evidence collected through walk-throughs and Classroom Observations (PAETEP).

Specific Targets: All teachers will demonstrate overall proficiency in Domains 1 & 3 of the Danielson Framework for Teaching and Learning.

Strategies:

Personalized Professional Development

Description:

CHSD faculty will receive professional development personalized to their specific learning needs.

SAS Alignment: None selected

Implementation Steps:

Language and Literacy Acquisition

Description:

CHSD will engage in professional learning in Language and Literacy Acquisition to ensure academic success in ELA and writing. This is a continuous topic for professional learning and is a part of faculty and grade-level meetings, delayed start days (3) and in-service Days (8).

Evidence: Sign-in sheets, PD agenda

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

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

Supported Strategies:

- Personalized Professional Development

Teaching Diverse Learners in An Inclusive Setting

Description:

CHSD will engage in professional learning on effective strategies to meet the needs of diverse learners in an inclusive setting. This is a continuous topic for professional learning and is a part of faculty and grade-level meetings, delayed start days (3) and in-service Days (8).

Evidence: Sign-in sheets, PD agenda

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

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

Supported Strategies:

- Personalized Professional Development

Instructional Technology

Description:

CHSD staff and faculty will receive training to maximize the use of technology in all grades and across all classrooms, weaving it skillfully and purposefully throughout the curriculum. This is on an ongoing and continuous implementation step that includes topics such as the SAMR Model, Digital Citizenship, and other relevant professional development trainings based on 2017 BrightBytes data.

Evidence: sign-in sheets, PD agenda

Start Date: 8/21/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Personalized Professional Development

Goal #3: Establish a system that fully ensures the use of data to effectively justify the allocation and alignment of instructional and infrastructural priorities.

Related Challenges:

- Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Feasibility Study Results

Specific Targets: Effective and board approved allocation of budget funds for capital improvement projects.

Strategies:

Feasibility Study of All District Buildings

Description:

The Camp Hill School District will develop a short-term and long-term plan for meeting current and future infrastructure needs.

SAS Alignment: None selected

Implementation Steps:

Develop and Solicit Requests for Proposals (RFP)

Description:

The District will solicit Statements of Qualification and Cost Proposals to complete a comprehensive long-range capital improvement planning process and to prepare a District Long Range Facilities Plan (LRFP) which includes each District site.

Start Date: 5/1/2017 **End Date:** 6/1/2017

Program Area(s):

Supported Strategies:

- Feasibility Study of All District Buildings

Review and Interview Submitted RFPs

Description:

The Buildings and Grounds Committee and members of the Leadership Team will review and interview companies that submitted RFPs and select the top 3 companies.

Evidence: Top 3 RFPs

Start Date: 6/1/2017 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Feasibility Study of All District Buildings

Select, Recommend and Approve Partner Consultant

Description:

The Buildings and Grounds Committee will select and recommend the architectural firm to the School Board for Approval.

Evidence: Final selected firm

Start Date: 8/1/2017 **End Date:** 8/31/2017

Program Area(s):

Supported Strategies:

- Feasibility Study of All District Buildings

Conduct Study and Present Results to School Board

Description:

The selected architecture firm will spend 4-6 months conducting a feasibility study of CHSD academic buildings and make a final presentation to the school board including recommendations for the development of short-term and long-term infrastructure goals.

Start Date: 9/1/2017 **End Date:** 3/1/2018

Program Area(s):

Supported Strategies:

- Feasibility Study of All District Buildings

Develop Long-Range Plan Based on Feasibility Study Results

Description:

The CHSD will develop and implement a long-range plan to prioritize and address the infrastructure needs identified within the feasibility study.

Evidence: Planning document

Start Date: 4/1/2018 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Feasibility Study of All District Buildings

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a system that fully ensures the consistent implementation of effective instructional practices supported by professional development that is focused, comprehensive and implemented with fidelity.	Strategy #1: Personalized Professional Development
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2018	6/30/2021	Language and Literacy Acquisition	CHSD will engage in professional learning in Language and Literacy Acquisition to ensure academic success in ELA and writing. This is a continuous topic for professional learning and is a part of faculty and grade-level meetings, delayed start days (3) and in-service Days (8). Evidence: Sign-in sheets, PD agenda	Superintendent, Building Principals	1.0	5	100	Camp Hill School District	School Entity	No

Knowledge

Participants will gain knowledge of effective instructional strategies to support all learners

Supportive Research

Strong language skills are essential for children’s success in school and life (Hart & Risley, 2003; Heath & Hogben, 2004; Jalongo, 2008; Kalmar, 2008), and one of the best predictors of educational and life-skills competency is the level to which a child progresses in reading and writing (Neuman, Copple, & Bredekamp, 2000)

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>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.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Training Format

- 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

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
- Joint planning period activities

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data

LEA Goals Addressed: Establish a system that fully ensures the consistent implementation of effective instructional practices supported by professional development that is focused, comprehensive and implemented with fidelity.

Strategy #1: Personalized Professional Development

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2018	6/30/2021	Teaching Diverse Learners in An Inclusive Setting	CHSD will engage in professional learning on effective strategies to meet the needs of diverse learners in an inclusive setting. This is a continuous topic for professional learning and is a part of faculty and grade-level meetings, delayed start days (3) and in-service Days (8). Evidence: Sign-in sheets, PD agenda	Superintendent, Building Principals	1.0	5	100	Camp Hill School District	School Entity	No

Knowledge inclusive practices, high expectations, access and opportunities in the general education curriculum for all students, flexible grouping, instructional accommodations and scaffolding

Supportive Research Inclusive practices are an integral characteristic of schools that achieve strong measures of academic success.

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 assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
 Provides leaders with the ability to access and use appropriate data to inform decision-making.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

Creating lessons to meet varied student learning styles

LEA Goals Addressed: Establish a system that fully ensures the consistent implementation of effective instructional practices supported by professional development that is focused, comprehensive and implemented with fidelity.

Strategy #1: Personalized Professional Development

Start	End	Title	Description	Provider	Type	App.
8/21/2017	6/30/2021	Instructional Technology	CHSD staff and faculty will receive training to maximize the use of technology in all grades and across all classrooms, weaving it skillfully and purposefully throughout the curriculum. This is on an ongoing and continuous implementation step that includes topics such as the SAMR Model, Digital Citizenship, and other relevant professional development trainings based on 2017 BrightBytes data.	Capital Area Intermediate Unit	IU	No
		Person Responsible Director of Technology, Building Principals	Evidence: sign-in sheets, PD agenda	SH 7.0	S 15	EP 25

Knowledge Effective technology integration across the curriculum to enhance and deepen the learning process and support four key components of learning: connection to real-world experts, active engagement, frequent interaction and feedback, and participation in groups.

Supportive Research Successful technology integration is achieved when the use of technology is:

- routine and transparent
- accessible and readily available for the task at hand
- supporting curricular goals and helping students effectively reach their goals

When technology integration is at its best, it becomes second nature to teachers and students. Students are often more actively engaged when technology tools are a seamless part of the learning process.

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:

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

Training Format

Series of Workshops
 Professional Learning Communities

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 School counselors
 Paraprofessional

Grade Levels

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

New Staff
Other educational specialists

Follow-up Activities

Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion
Lesson modeling with mentoring
Joint planning period activities

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Review of participant lesson plans

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