

Dover Area SD

**District Level Plan**

07/01/2020 - 06/30/2023

# District Profile

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## Demographics

101 Edgeway Road  
Dover, PA 17315  
(717)292-3671  
Superintendent: Tracy Krum  
Director of Special Education: Katherine Guyer

## Planning Process

Throughout the 2018-2019 school year three different surveys were conducted to collect data to develop the Dover Area School District comprehensive plan.

Budget Survey

Culture Survey

Professional Development Survey

Monthly public committee meetings were held with Comprehensive Planning Committee. In addition to the monthly committee meetings, building level staff and administrators answered building level guiding questions. The meetings were held on the following dates:

Meeting Dates:

- October 18, 2018
- November 15, 2018
- January 17, 2019
- February 21, 2019
- March 21, 2019
- April 18, 2019

- May 16, 2019

The plan was presented at the School Board planning committee meeting on September 17, 2019. It was then made available for public view for 28 days, and ultimately approved by the Board of Directors on November 19, 2019.

## **Mission Statement**

Educating and Empowering all learners to shape the 21st Century.

## **Vision Statement**

Our vision is for students to excel to their full potential, for staff to perform at the highest level by engaging all students with rigorous, inspiring, and relevant instruction, and for the community to value students for their high level of competency and success.

## **Shared Values**

Belief Statement:

We believe all Dover Eagles will demonstrate Perseverance, Respect, Ownership, Unity, and Dedication.

Tag Line:

Every Student Every Day, Whatever it Takes

## **Educational Community**

The Dover Area School District is 67 square miles, encompassing Dover Borough, Dover Township, and Washington Township. The population of the district is approximately 26,000 with a student enrollment of approximately 3,600. The district consists of four elementary buildings (grades K-6), one intermediate school (grades 7-8), and one high school (grades 9-12). At the elementary level, the approximate enrollments are as follows: Dover Elementary – 480 students, Leib Elementary – 501 students, North Salem Elementary - 485 students, and Weigelstown Elementary – 498 students.

Dover Intermediate currently serves approximately 573 students, while Dover Area High School serves approximately 1,040. Dover Area School District employs 252 teachers, nine school counselors, four certified school nurses, and three health nurses, as well as 175 support staff. There are 23 administrators. The district is in the process of building a new high school and converting the

existing high school to a 6-8 middle school and then discussing the reconfiguring of the four elementary schools.

## Planning Committee

Name	Role
Jennifer Benko	Administrator : Professional Education
Tuesday Hufnagel	Administrator : Professional Education
Tracy Krum	Administrator : Professional Education Special Education
Terri Landis	Administrator : Professional Education
Jennifer Leppo	Administrator : Professional Education
Patricia Maloney	Administrator : Professional Education Special Education
Christopher Cobb	Building Principal : Professional Education
Smita Weakland	Building Principal : Professional Education Special Education
Dennis Dacheux	Business Representative : Professional Education Schoolwide Plan
Holly Feeser	Business Representative : Professional Education
Charles Delauter	Community Representative : Professional Education
Kathy Herman	Community Representative : Professional Education
Rachel Mailey	Community Representative : Professional Education
Wendy Behr	Elementary School Teacher - Regular Education : Special Education
Cheryl Gutshall	Elementary School Teacher - Regular Education : Professional Education
Kerri McSweeney	Elementary School Teacher - Regular Education : Professional Education
Keri Melhorn	Elementary School Teacher - Regular Education : Professional Education
Bonnie Roblyer	Elementary School Teacher - Regular Education : Professional Education
Lori Shirey	Elementary School Teacher - Regular Education : Professional Education
Julie Vail	Elementary School Teacher - Regular Education : Professional Education

Andrew Walker	Elementary School Teacher - Regular Education : Professional Education Special Education
Jessica Gohn	Elementary School Teacher - Special Education : Special Education
Maribeth Myers	Elementary School Teacher - Special Education : Special Education
Katrina Rothrock	Elementary School Teacher - Special Education : Professional Education Special Education
Allison Dietz	High School Teacher - Regular Education : Special Education
Teri Marlowe	High School Teacher - Regular Education : Professional Education
Amanda Oswald	High School Teacher - Special Education : Professional Education Special Education
Christina Warfel	Instructional Coach/Mentor Librarian : Special Education
Lauren Nolan	Middle School Teacher - Regular Education : Professional Education
Jessica Snyder	Middle School Teacher - Regular Education : Professional Education
Timothy Simpson	Middle School Teacher - Special Education : Special Education
Marsha Hake	Parent : Special Education
Heather Pelkey	Parent : Professional Education
Rebekah Shoemaker	Parent : Professional Education
Stephanie Snelbaker	Parent : Professional Education
Kathy Guyer	Special Education Director/Specialist : Professional Education Special Education
Bobbie Strausbaugh	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

Family & Consumer Science is not part of the elementary curriculum. Curriculum development and revision in progress.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished

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

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

Family & Consumer Science are not part of the elementary (Intermediate level) curriculum. Curriculum development and revision in progress.

### **Middle Level**

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

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

Curriculum development and revision in progress.

### High School Level

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

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

Curriculum development and revision in progress.

### *Adaptations*

#### Elementary Education-Primary Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

#### Elementary Education-Intermediate Level



*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

Explanation for any standards checked:

N/A

## **Curriculum**

### *Planned Instruction*

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

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

Processes used to ensure Accomplishment:

Curriculum writing teams have been working since 2017 to align all curricula and establish consistent procedures for instruction and assessment. While curriculum work in tested subjects is completed, the teams are still working to accomplish the interdisciplinary
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activities.
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Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

### Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Curriculum writing teams have been working since 2017 to align all curricula and establish consistent procedures for instruction and assessment. While curriculum work in tested subjects is completed, the teams are still working to accomplish the interdisciplinary activities.

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

N/A

### Middle Level

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

Processes used to ensure Accomplishment:

Curriculum writing teams have been working since 2017 to align all curricula and establish consistent procedures for instruction and assessment. While curriculum work in tested subjects is completed, the teams are still working to accomplish the interdisciplinary activities.

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

N/A

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

Processes used to ensure Accomplishment:

Curriculum writing teams have been working since 2017 to align all curricula and establish consistent procedures for instruction and assessment. While curriculum work in tested subjects is completed, the teams are still working to accomplish the interdisciplinary activities.

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

N/A

### *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.

Teachers and schools are faced with the challenge of reaching the needs of all students, regardless of their academic, social, and developmental levels, and moving them forward. Any given classroom will contain a heterogeneous mix of students with different ability levels and educational needs. For this reason, teachers must be masters of differentiating the curriculum to meet the needs of all students, to remediate or accelerate instruction, and to provide all students with the opportunity to learn and grow.

Reaching the needs of all learners does not mean providing the same instruction, for the same amounts of time, in exactly the same way, to all students. For these reasons, all whole group instruction, or only grouping students homogeneously will not provide students with the appropriate instructional opportunities to best reach their needs. Students come to the educational table with varying abilities, talents, and needs. Educators must utilize strategies to reach ALL students, and provide them with opportunities to develop and demonstrate their individual strengths, talents, and abilities while strengthening areas where they are weak. The Dover Planned Instruction addresses the needs of all learners by providing modifications and accommodations for varying ability levels.

## 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

##### *Unchecked Answers*

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

The Dover Area School District has adopted the state-supported Danielson Framework for Teacher Effectiveness. Administrators complete two formal observations for non tenured professional educators and one for each tenured professional according to the plan for those in the formal cycle. Those in the differentiated have walkthroughs and a written plan. Administrators conduct informal walkthroughs targeted on instructional practices identified as areas of priority and need. These observations and teacher/administrator communication and feedback comprise the annual evaluation. Administrators and specialists provide coaching on best practices at all levels for all students.

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

*This narrative is empty.*

### *Responsiveness to Student Needs*

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

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

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

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

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

to meet student needs.	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.*

### High School Level

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

### 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.

#### *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.

Ensuring all children in the Dover Area School District receive a high-quality education requires a qualified and effective teacher in every classroom, effective administrators in every school, and school leadership that is focused on raising achievement.

In keeping with this philosophy, Dover Area School District is committed to the goal that all teachers and administrators are highly qualified (HQ) and that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, and/or out-of-field teachers.

Dover Area School District further recognizes that teacher quality has a major impact on student achievement. We are committed to the goals of ensuring that all students are well prepared to be responsible and productive citizens and all educators highly qualified and responsive to students.

This system will ensure that a highly qualified teacher is in every classroom, that the preparation and licensure process seamlessly supports HQT requirements, that the hiring process facilitates selection of HQ teachers, that there is a support system in place for early career teachers and administrators. It will also ensure that all schools have the tools they need to monitor and evaluate teachers and administrators; and that high quality professional development is tied directly to the needs of both staff and students.

The District is currently or will implement the following strategies to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified and/or out of field teachers.

**Current Strategies:**

1. Advertising (national, local, web site)
2. Advertise in the York Daily Record - York Dispatch - York Sunday News.
3. Continuous placement of employment opportunities on our District website.
4. Advertise through YCore
5. Advertise through PennLink
6. Advertise through PSBA (School Leader News)
7. Advertise through PASBO (School Business Officials)
8. Advertise through PASBA (School Personnel Administrators)

**Active Recruiting:**

1. Attend job fairs. Principals with high needs attend recruiting fairs.
2. The Director of Human Resources attends job fairs.
3. Professional Development.

4. Use Title II funds to assist teachers in obtaining certification in hard-to-fill areas.
5. Offer training and workshops to strengthen content knowledge and instructional strategies.

### **Future Strategies:**

1. Advertising
2. Explore broadening our reach into the other regions of Pennsylvania.
3. Explore on-line job fairs targeting hard-to-fill areas.
4. Work with local colleges and universities to have opportunities for our Principals and teachers to visit student teachers and discuss the benefits of working in the Dover Area School District.
5. Maintain an ongoing database of prospective teachers and educational specialists. We previously used PAeducator.net (a web-based system) to search for prospective teachers. However, anecdotal data suggests that the system lacks accuracy and timeliness. We will continue to evaluate the effectiveness of this tool.
6. Evaluate and interview student teachers and enter into preliminary contracts with exemplary applicants on satisfactory completion of their program. We have centralized our student teacher placement process and have the opportunity to observe prospective staff in action. Performance standards for Pennsylvania student teachers mirror the performance standards for Dover Area School District teachers.
7. Initiate the hiring process as soon as we are aware of a vacancy or opening. With the ability to access student teachers and have a database of potential candidates from recruiting fairs we are in a position to interview early and offer jobs in a very timely manner.
8. Develop new teacher profiles with messages about why they came to the Dover Area School District.
9. Identify and track high school students who are interested in a teaching career.
10. Continue working to align our system of recruitment, hiring, induction, supervision and professional development.

## **Assessments**

### ***Local Graduation Requirements***



<b>Course Completion</b>	<b>SY 20/21</b>	<b>SY 21/22</b>	<b>SY 22/23</b>
Total Courses	24.00	24.00	24.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	0.50	0.50	0.50
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	8.00	8.00	8.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

### *Graduation Requirement Specifics*

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

- III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

*Unchecked answers*

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

***Local Assessments***

<b>Standards</b>	<b>W A</b>	<b>T D</b>	<b>N A T</b>	<b>D A</b>	<b>P S W</b>	<b>Other</b>
Arts and Humanities	X	X			X	
Career Education and Work		X	X		X	X
Civics and Government		X	X		X	X
PA Core Standards: English Language Arts		X	X	X	X	X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X	X		X	X

PA Core Standards: Mathematics	X	X	X	X								X
Economics	X	X	X	X								X
Environment and Ecology	X	X	X		X							X
Family and Consumer Sciences					X					X		
Geography						X						
Health, Safety and Physical Education							X	X				
History							X	X	X	X		X
Science and Technology and Engineering Education								X	X		X	X
World Language									X		X	

## *Methods and Measures*

### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
PASA	X	X	X	
PSSA	X	X	X	
Publisher Assessments	X	X	X	X
Teacher-Developed Assessments	X	X	X	X
Portfolio of Student Work	X	X	X	X
Subject Area Final Exams			X	X
Projects	X	X	X	X
NOCTI				X
Subject Area Midterm Exams			X	X
Writing Samples/Compositions	X	X	X	X
Journals	X	X	X	X
Research Projects		X	X	X
Oral Presentations	X	X	X	X
Read 180 Leveled Assessments				X
System 44 Leveled Assessments				X
PLATO			X	X
Keystone Exams			X	X
Keystone PBA (Project-Based Assessments)				X
Advanced Placement (AP) Assessments				X
W-APT (WIDA ACCESS)	X	X	X	X
Works of art, musical, theatrical or dance performance	X	X	X	X
Science Experimental Labs	X	X	X	X
SAT				X
PSAT				X
ACT				X

**Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Study Island		X	X	
DRA				
Read 180 Leveled Assessments				X
System 44 Leveled Assessments				X
PLATO				X
SRI (Scholastic Reading Inventory)				X
Fitness Assessments	X	X	X	X
CDT				X
MAP	X	X	X	

**Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Demonstration, performances, products and projects	X	X	X	X
Exit Tickets	X	X	X	X
Fitness Assessments	X	X	X	X
Progress Monitoring	X	X	X	X
Scientific Experiments	X	X	X	X
Works of Art, Musical, Theatrical or Dance	X	X	X	X
Written Work by Students	X	X	X	X
Teacher-Developed Assessments	X	X	X	X
Portfolio of Student Work	X			X
Projects	X	X	X	X
Quizzes	X	X	X	X
All-Pupil Response Systems	X	X	X	X
Oral Retellings	X	X		
Reading Eggs	X			
Education City	X	X	X	
Edmentum Assessments			X	X
Unit or lesson pretests	X	X	X	X
Spring Math	X			

**Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Running Records	X	X	X	X
KTEA-II	X	X	X	X
CDT (Classroom Diagnostic Tools)		X	X	X
Pre/Post Diagnostic Assessments		X	X	X
Running Records	X	X	X	X

Oral Retellings	X	X		
Kindergarten Screening	X			
DRA	X	X		
easyCBM	X	X	X	X
Reading Eggs	X			
Edmentum Assessments			X	X
Fundations	X			
Next Steps in Guided Reading Assessment	X	X		
MAP	X	X	X	

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

A district comprehensive goal is to develop a consistent implementation of standards aligned curriculum and standards aligned assessments to ensure student achievement for all students in all schools K-12; therefore, we have developed a very specific action plan to address the development and review of the assessments.

In 2017-2019 Implementation of ELA, Math and Science aligned curriculum.

In 2019-2020 Implementation of Social Studies aligned curriculum.

In 2020-2021 Implementation of all other content aligned curriculum.

In 2021-2022 Develop and implement common assessment

In 2022-2023 Develop and implement common assessment

#### **Beliefs About Assessment**

Our assessment system is based on the following beliefs:

- Assessment should contribute to helping all students improve their performance, not just serve a labeling and sorting function.
- Assessment should be directly connected to the standards and curriculum of the district so that students are assessed on what they have been taught.
- Assessment practices should include a variety of methods (from standardized national tests to everyday teacher observation) that depend upon the learning target and

the intended use of the data. These multiple indicators will provide a more complete picture of what students know and can do.

- Assessments should be of high quality and meet appropriate technical standards of reliability, validity, generalizability, and developmental appropriateness.
- Assessment data should be shared in a format that is understandable and meaningful to students, parents, teachers, and the public.
- Assessment data should be used by school personnel to develop action plans for improving student learning and achievement
- Assessment should focus on student growth and gain over time, not just on immediate performance.
- Assessment and evaluation are processes that evolve and change over time. Therefore, we will continually seek to improve the ways in which we assess students and the means by which we communicate and use assessment results.

### *Development and Validation of Local Assessments*

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

*This narrative is empty.*

### *Collection and Dissemination*

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

At Dover Area School District an assessment calendar is created each year that addresses;

- Administration window of assessment
- Collection of data
- Early dismissal of students to allow for data driven conversations using established data protocol

- Assessment administered again
- Cycle continues

Our process continues throughout each year to ensure that we are continuously evaluating the needs of our students at Dover Area School District.

### *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.

The district has been developing our Tier I, Tier II, and Tier III instruction in each classroom. We want to ensure that at least 80% of our students meet or exceed the core instruction at Tier I and provide Tier II and Tier III supports in each classroom through differentiated instruction, small group instruction, pull out programs, or team teaching. All of our buildings offer intervention and enrichment blocks to provide support to individuals or small groups to meet or exceed state academic standards.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Improvement of student learning is at the core of everything we do in education. To accomplish this goal we will provide an aligned, articulated, relevant, and rigorous curriculum that is frequently assessed and clearly communicated to all stakeholder groups. Adequate resources and professional development shall be provided to address identified needs.

Progress will be measured by local, state and national assessment scores, classroom-based

assessments, and other metrics, such as surveys, drop-out rates, and college acceptance percentages.

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

N/A

### *Distribution of Summative Assessment Results*

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

Provide brief explanation of the process for incorporating selected strategies.

Each parent of a student that takes the PSSA receives a report on the student's progress and ways to help. The state provides this every year. When requested, teachers, counselors, and administrators explain the PSSA reports and answer individual questions. Teachers report on individual student progress during parent-teacher conferences. Progress reports are sent home and staff maintain open communication for parent-teacher conferences as needed.

Students with IEPs are provided with a progress report. The special education teachers utilize progress monitoring to assess student performance and growth. This information is shared with the parents each marking period and gives parents a good visible representation on how their child is progressing.

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

Summative data will be posted on the district website. Information articles will be printed in the district newsletter.

### **Safe and Supportive Schools**



### *Assisting Struggling Schools*

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The Dover Area School District currently engages in Multi-Tiered System of Supports K-8 and is in the process of building the same at the high school level. Elementary buildings employ a Dean/Intervention Specialist to assist with behavioral interventions and academic tiers of intervention, as well as reading specialists to provide Tier 2 and 3 intervention for struggling readers. A Math Coach was added to the elementary division in the 2019-2020 school year. The Intermediate School employs a Dean and Math Coach. All buildings analyze data at regular intervals using a pre-established data protocol. This protocol is designed to allow professionals to look closely at student data and make instructional decisions in order to improve student growth and performance. All teachers and paraprofessionals have been trained in effective instructional practices as well as the impact on social/emotional/behavioral needs on learning. District administrators meet monthly to discuss successes and needs and utilize PDE-provided data and results of surveys to plan for professional development. The district engages the Lincoln Intermediate Unit, PaTTAN, and other presenters to provide training, as necessary. All schools practice PBIS.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management			X	X
Peer Helper Programs			X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers			X	X
Student Assistance Program Teams and Training		X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of	X	X	X	X

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

N/A

### *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.)**

#### **Child Find**

The Dover Area School District is responsible for identifying students that are in need of gifted education. A comprehensive screening for students in grades K-12 is conducted to find children who are thought to be mentally gifted. Each year, the District publishes student handbooks which contain explicit procedures with respect to gifted education services and contact information. Additionally, the Department of Exceptional Children maintains a webpage specifically dedicated to Gifted Education. Finally, the District participates with other school districts within the Lincoln Intermediate Unit to publish an annual notice in local newspapers to inform residents of procedures and contact information specifically related to Gifted Education.

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

#### **Screening**

School teams or parents who suspect that a student may be mentally gifted and in need of specially designed instruction beyond what is provided in the regular classroom may contact the school counselor and provide a written or verbal request for screening. Screening is a two step process. The first step is a systematic review of all students. This process garners information that allows the district to locate students that may be in need of gifted support services. Data sources include diagnostic and benchmark assessments, PSSA and Keystone results, and classroom achievement. Students performing at or above pre-determined levels are then observed in the classroom for typical gifted behaviors using an observation inventory. A team decision is made whether or not to pursue a screening based on the quantitative and qualitative data. If the decision is to proceed, the second step of the process takes place, with the school counselor administering a brief intelligence test and teachers and parents completing the Scales for Identifying Gifted Students. Results of the intelligence assessment, data review, and parent/teacher input are compiled into an age-specific matrix from which a determination of *potential* giftedness is made. The results are reported to the parent(s) via a phone call and official letter.

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

## Evaluation

If, at the end of the screening process, the student is thought to be gifted, a written request for further evaluation is provided to the parents. Upon receipt of the signed request, the certified school psychologist and other school personnel complete a gifted multidisciplinary evaluation within 60 calendar days. The evaluation generates data from a variety of sources. These data are then compared to pre-determined multiple criteria. Sources of data include the following: psychometric test results, achievement test results, curriculum based assessment results, observations, parent and teacher rating scales, rates of acquisition and retention, anecdotal information, student interviews, and review of the cumulative academic record.

### Gifted Multidisciplinary Evaluation (GMDE)

Upon completion of the psychological assessments and gathering of other multiple criteria measures, the Gifted Multidisciplinary Team is convened to determine whether or not the student qualifies for gifted support services as per Chapter 16 of the Pennsylvania School Code. A multi-criteria evaluation score sheet is used during the GMDE to determine eligibility for gifted services. It includes point values for the Individual Cognitive Test, Individual Achievement Test, Scales for Identifying Gifted Students, and Intervening Factors. The term “mentally gifted” includes a person who has an IQ of 130 or higher, when multiple criteria as set forth in the regulations indicate gifted ability. No one test or measure is sufficient to determine giftedness, and the evaluation and testing literature recognizes that there is a margin for error in any standardized testing.

If a student’s IQ is less than 130, other factors, such as academic performance, demonstrated achievement and other observed skills must strongly indicate gifted ability in order for the student to receive gifted support services. Such data would assess the student’s rate of acquisition and retention of new material. Additional information indicating gifted ability may be exception interest and ability in a specific domain.

### Gifted Written Report (GWR)

The information gathered by the GMDE is compiled into a Gifted Written Report. The report brings together the testing information, scholastic data, and other relevant information concerning the student’s educational needs and strengths. The report makes recommendations as to whether or not the student should begin to receive specially designed instruction or whether they should continue in their regular education program.

**If the GMDE recommends the child is eligible for gifted education,**  
the district arranges for a Gifted Individualized Education Plan (GIEP) meeting.

**If the GMDE recommends the child is not eligible for gifted education,**  
the process is concluded with the signing of a Notice of Recommended Assignment indicating the child is not gifted and not in need of specially designed instruction.

**If the GMDE recommends the child is gifted but not in need of specially designed instruction,**  
the district will arrange for a meeting in which an enrichment plan will be developed for the child to be carried out within the regular classroom.

**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 gifted support program offers a levels-of-service approach to gifted education. Students receive differentiated instruction within the regular education classroom on a daily basis to address their learning needs. This may include enrichment, acceleration, or a combination of both based on their present levels of educational performance. There is an intentional increase in depth and complexity of thinking, and small group or individualized instruction is utilized. Goals may be written specifically to address needs within the regular classroom setting, and the regular education and gifted support teachers collaborate to ensure progress.

Gifted students may receive regularly-scheduled support within the gifted support classroom. The amount of support is dependent upon the needs of the individual student and may change from year to year. During this time, students meet with their gifted peers and the gifted support teacher in a small group setting to work toward GIEP goals. Activities include independent projects, Socratic discussions, collaborative projects, and small group explicit instruction. Based on student need, gifted support teachers may co-teach with regular education teachers to provide additional layers of in-class support. At the high school level, there is a focus on college and career readiness, with students meeting with the gifted support teacher to research college/career options, complete applications, learn how to write college essays or collaborate on Independent Studies. Students at this level may also choose to participate in shadowing experiences or extended college visits where they observe classes.

The Dover Area School District has adopted an Acceleration Policy and has established guidelines for considering subject-based or whole grade level acceleration.

### *Developmental Services*

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

Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Each building in the Dover Area School District has identified child study teams of professionals including the principal, dean/intervention specialist, reading specialist, school counselor, and school psychologist to analyze and plan for the academic, behavioral, and social/emotional needs of students. These teams meet on a bi-weekly basis to review data and create plans, when appropriate. The Director/Assistant Director of Exceptional Children, Instructional Advisor, School Nurse, and/or School Social Worker attend these meetings on an as-needed basis to assist with decision-making.

### *Diagnostic, Intervention and Referral Services*

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

Explanation of diagnostic, intervention and referral services:

The Dover Area School District employs a full-time School Social Worker to support students and families as well as serve as a liaison between the home and school. In addition to Universal Screening for academics, the district also completes the DESSA and behavioral health screener in order to proactively identify students who may be in need of social and/or emotional supports through evidence-based instructional practices, counseling, or outside agencies.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education	X	X	X	X

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

Explanation of consultation and coordination services:

The School Social Worker and Director of Exceptional Children coordinate with multiple local service agencies to provide student and family supports. CASSP, Child and Adolescent Service System Program, meetings are held to bring together various service providers and devise a plan of action. Therapeutic support staff, Behavioral Support Coordinators, and other agency personnel are welcomed into the district and invited to team meetings in an effort to increase student success. The district closely monitors truancy utilizing the Student Attendance Improvement Plan process and works with local Children, Youth, and Families Agency to encourage attendance. Staff are being trained in Responsive Classroom, Trauma-Informed Care, and de-escalation techniques. Check and Connect has been established in all school buildings.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

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

### *Frequency of Communication*

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

- More than once a month

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

- More than once a month

#### **Middle Level**

- More than once a month

#### **High School Level**

- More than once a month

### *Collaboration for Interventions*

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

At the elementary and middle level, students who are not achieving proficiency on the Pennsylvania Core Standards as indicated on the PSSA and local assessments receive tiered support by classroom teachers, intervention specialists, reading specialists, and trained paraprofessionals. Dedicated time is provided within the daily schedule to allow for such support.

At the high school, students who are not achieving proficiency on the Pennsylvania Core Standards as indicated on the Keystone Exams and local assessments receive remedial support within the class as well as within an academic flex time provided twice per week during the school day.

For students in need of enrichment and/or acceleration, gifted support teachers work with general education teachers to provide in-class support as well as extended opportunities outside of the regular education setting. Support may be assistance with modifications to instruction and assignments and/or co-teaching within the classroom.

### *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

The Dover Area High School and Dover Area School District offers a variety of programs that address workplace readiness:

1. Ten approved PDE Career and Technical Education Programs in the following areas: Accounting Technology, Administrative Assistant, Marketing and Sales, Engineering Technology, Commercial Advertisement and Art, Diversify Occupation, Agriculture General, Agriculture Mechanics, Applied Horticulture, and Computer Technology. All of these programs are related to high priority occupations in the state of Pennsylvania. At the end of program students take a national recognized NOCTI exam that verifies to employers of their ability in the subject matter. Students also have the ability to earn industry credentials within each different program. Student in their senior year of the program may partake in Capstone experiences such as shadows, internship or co-op in local related business to program subject matter.
2. Three student organizations which help with workforce development are offered: DECA, SkillsUSA, and FFA.
3. Diversify Occupation is offered to seniors for occupational training under a cooperative agreement between the school and employers. Students receive general education instruction in the school and on-the-job training through part time employment in local business/industry that are not in high priority occupations.
4. Students have the ability to take HACC Academy classes in the following areas: Automotive Technology, Nurse Aid, and Welding. Each one of these programs offers industry credentials and the ability to earn college credits with job shadowing/internship experience.
5. The future ready index artifacts are collected in K-11th grades for the Career Education Work Standards. The benchmarks are at 5th, 8th and 11th grades. K-8th grade artifacts are collected by counselor lessons to every student along with Junior Achievement activities. High school artifacts are collect during the 9th grade Academy lessons, Junior Achievement STEM Summit Day, Junior Achievement Real Life Day.



6. There are also YCAL exploration days in all 16 career clusters that students may attend throughout the school year. Students also have the availability for an internship during their junior or senior year that is related to their career path.
7. Pre-apprenticeships and Apprenticeships are also being established for students to participate in during their 12th grade year.
8. Chapter 339 guidance plans has been adopted for career planning for grades K-12 and counselor set new goals each academic school year
9. K-12 STEM program has been established by using the Carnegie STEM Excellence Pathway model for grades K-12. Every elementary building has established a STEM event day and monthly STEM take home activities in grades K-6.

### *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. In February of each year, the Director of Exceptional Children and a Preschool Transition Coordinator schedule Preschool to School Age Transition Meetings with parents of all preschoolers receiving special education services. These include those attending LIU operated preschools as well as local daycares. During the meeting, current needs of the individual students are discussed as well as potential school-age service options. A tentative plan for school-age transition is set, which is then followed by observations in the preschool setting and attendance at preschool IEP and evaluation meetings by the Director of Exceptional Children, as well as possible school-age evaluations to determine the most appropriate services and supports for those who are thought to be in need of additional layers of support. For parents of students who will be entering Life Skills, Autistic Support, or Multiple Disability classes, visitations are arranged so that the parents are able to meet the staff and develop a first-hand understanding of the supports provided in those classes.
2. The Dover Area School District does not currently operate pre-Kindergarten programs or contract with community agencies for the operation of such.
3. The district has established a long standing relationship with the YMCA and has developed a process by which curriculum is shared with the organization. Local daycares are contacted throughout the school year and provided with information, alerts, and other required communications. The district has established pre-Kindergarten screenings that occur in the late spring prior to Kindergarten entrance in order to determine approximate

developmental levels and needs. Local Head Start programs provide information to the school district regarding students who receive their services as preschoolers. On the first day of school, Kindergarten students and their parents are welcomed to the new year with an orientation in which they are able to explore the classroom, take a tour of the school, learn about curriculum, and ride the school bus.

## Materials and Resources

### *Description of Materials and Resources*

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

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

Provide explanation for processes used to ensure Accomplishment.

Frequent review of the curriculum maps and student achievement.

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

*This narrative is empty.*

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

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

Provide explanation for processes used to ensure Accomplishment.

Frequent review of the curriculum maps and student achievement.

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

*This narrative is empty.*

### **Middle Level**

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

Frequent review of the curriculum maps and student achievement.

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

*This narrative is empty.*

### **High School Level**

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

Develop and implement standards aligned curriculum and a frequent review of the curriculum to ensure accomplishment.

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	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The Elementary - Primary level does not have economics or family consumer science standards.

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

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

	district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The Elementary - Intermediate level does not have Family Consumer Science standards.

#### **Middle Level**

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

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

Further explanation for columns selected "

The Middle level does not have world language courses.

### High School Level

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



	district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

## Early Warning System

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

*Not answered*

## Professional Education

### Characteristics

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
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
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Provide brief explanation of your process for ensuring these selected characteristics.

The progress and effectiveness of the professional education program is evaluated annually in April/May by the District Professional Education Committee according to the following design. It may, however, add additional components to the design as needed. The evaluation/review design consists of six modes of inquiry: surveys, random interviews, observations of acquired competencies, participant feedback forms, analysis of test data, and round table discussions (i.e. professional learning community teams and data teams). Each year using the six modes the Professional Education Committee will oversee an evaluation to ensure that we are meeting the needs of individual staff members, the students and community.

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

N/A

### *Professional Development*

#### **Dover Area SD Professional Development**

<b>Title:</b>	Assessment Development Year 1								
<b>Description</b>	The Dover Area School District will work collaboratively with teachers and administrators to develop and implement the use of common assessments for all core subjects.								
<b>Person Responsible</b>	Assistant Superintendent								
<b>Start Date:</b>	9/9/2019								
<b>End Date:</b>	6/28/2022								
<b>Proposed Cost/Funding:</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Start Year</th> <th style="text-align: left;">End Year</th> <th style="text-align: left;">Cost</th> <th style="text-align: left;">Funding Source</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>2022</td> <td>20000.00</td> <td>020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES</td> </tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source	2019	2022	20000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
Start Year	End Year	Cost	Funding Source						
2019	2022	20000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES						
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology								
<b>Hours Per Session</b>	3.0								
<b># of Sessions:</b>	8								
<b># of Participants Per Session:</b>	40								

<b>Provider:</b>	District
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	No
<b>Knowledge Gain:</b>	Staff will gain an understanding of quality assessments and create high quality assessments for their course or grade level.
<b>Research &amp; Best Practices Base:</b>	<a href="https://edpolicy.stanford.edu/sites/default/files/publications/criteria-higher-quality-assessment_2.pdf">https://edpolicy.stanford.edu/sites/default/files/publications/criteria-higher-quality-assessment_2.pdf</a>
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</li> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• Series of Workshops</li> <li>• School Whole Group Presentation</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> </ul>

	<ul style="list-style-type: none"> <li>• Supt / Ast Supts / CEO / Ex Dir</li> <li>• Other educational specialists</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Peer-to-peer lesson discussion</li> </ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> </ul>

**Dover Area SD  
Professional Development**

<b>Title:</b>	Assessment Development Year 2								
<b>Description</b>	The Dover Area School District will work collaboratively with teachers and administrators to develop and implement the use of common assessments. <a href="http://www.pdesas.org">www.pdesas.org</a>								
<b>Person Responsible</b>	Assistant Superintendent								
<b>Start Date:</b>	9/22/2022								
<b>End Date:</b>	6/30/2023								
<b>Proposed Cost/Funding:</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Start Year</th> <th style="text-align: left;">End Year</th> <th style="text-align: left;">Cost</th> <th style="text-align: left;">Funding Source</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>2023</td> <td>20000.00</td> <td>421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction</td> </tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source	2022	2023	20000.00	421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction
Start Year	End Year	Cost	Funding Source						
2022	2023	20000.00	421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction						
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology								
<b>Hours Per Session</b>	3.0								
<b># of Sessions:</b>	6								
<b># of Participants Per Session:</b>	25								
<b>Provider:</b>	Dover Area School District								
<b>Provider Type:</b>	School Entity								
<b>PDE Approved:</b>	No								
<b>Knowledge Gain:</b>	Dover Area School District participants will gain knowledge gathering data and processing the data in order to improve instruction and student achievement.								
<b>Research &amp; Best Practices Base:</b>	<a href="https://edpolicy.stanford.edu/sites/default/files/publications/criteria-higher-quality-assessment_2.pdf">https://edpolicy.stanford.edu/sites/default/files/publications/criteria-higher-quality-assessment_2.pdf</a>								
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> </ul>								

	<ul style="list-style-type: none"> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• Series of Workshops</li> <li>• School Whole Group Presentation</li> <li>• Department Focused Presentation</li> <li>• Professional Learning Communities</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> <li>• School counselors</li> <li>• Paraprofessional</li> <li>• New Staff</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>

<b>Follow-up Activities:</b>	<ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Joint planning period activities</li><li>• Journaling and reflecting</li></ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional activity</li></ul>



**Dover Area SD  
Professional Development**

<b>Title:</b>	Assessment Revision								
<b>Description</b>	DASD will revisit and revise ELA and math assessments to ensure 100% alignment to PA Core. <a href="http://www.pdesas.org">www.pdesas.org</a>								
<b>Person Responsible</b>	Supervisor of Teaching and Learning								
<b>Start Date:</b>	9/5/2022								
<b>End Date:</b>	6/30/2023								
<b>Proposed Cost/Funding:</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Start Year</th> <th style="text-align: left;">End Year</th> <th style="text-align: left;">Cost</th> <th style="text-align: left;">Funding Source</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>2023</td> <td>10000.00</td> <td>421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction</td> </tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source	2022	2023	10000.00	421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction
Start Year	End Year	Cost	Funding Source						
2022	2023	10000.00	421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction						
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology								
<b>Hours Per Session</b>	3.0								
<b># of Sessions:</b>	6								
<b># of Participants Per Session:</b>	25								
<b>Provider:</b>	Dover Area School District								
<b>Provider Type:</b>	School Entity								
<b>PDE Approved:</b>	No								
<b>Knowledge Gain:</b>	Dover Area School District participants will gain knowledge gathering data and processing the data in order to improve instruction and test scores.								
<b>Research &amp; Best Practices Base:</b>	<a href="https://edpolicy.stanford.edu/sites/default/files/publications/criteria-higher-quality-assessment_2.pdf">https://edpolicy.stanford.edu/sites/default/files/publications/criteria-higher-quality-assessment_2.pdf</a>								
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>• Empowers educators to work effectively with parents and</li> </ul>								

	community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• Series of Workshops</li> <li>• School Whole Group Presentation</li> <li>• Department Focused Presentation</li> <li>• Professional Learning Communities</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> <li>• School counselors</li> <li>• Paraprofessional</li> <li>• New Staff</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	

	<ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Joint planning period activities</li><li>• Journaling and reflecting</li></ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional activity</li></ul>

**Dover Area SD  
Professional Development**

<b>Title:</b>	Closing The Achievement Gap
<b>Description</b>	Both elementary and secondary schools will implement the multi tiered system of support to close the achievement gap. Student performance will increase 3% per year.
<b>Person Responsible</b>	Building Principals, Administrators, Curriculum Leaders
<b>Start Date:</b>	9/5/2020
<b>End Date:</b>	6/30/2023
<b>Proposed Cost/Funding:</b>	Start Year End Year Cost Funding Source
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
<b>Hours Per Session</b>	3.0
<b># of Sessions:</b>	6
<b># of Participants Per Session:</b>	30
<b>Provider:</b>	Dover Area School District
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	No
<b>Knowledge Gain:</b>	DASD staff will gain knowledge on accountability and assessment to determine when a student is in need of additional help. Teachers will be able to pay attention to both state and classroom level test scores and adjust instruction to meet student needs.
<b>Research &amp; Best Practices Base:</b>	<a href="https://www.pdesas.org/Instruction/">https://www.pdesas.org/Instruction/</a>
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other</b>	<ul style="list-style-type: none"> <li>• Provides the knowledge and skills to think and plan strategically,</li> </ul>

<p><b>educators seeking leadership roles:</b></p>	<p>ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<p><b>Training Format:</b></p>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• Series of Workshops</li> <li>• School Whole Group Presentation</li> <li>• Department Focused Presentation</li> <li>• Professional Learning Communities</li> <li>• Offsite Conferences</li> </ul>
<p><b>Participant Roles:</b></p>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> <li>• Paraprofessional</li> <li>• New Staff</li> <li>• Related Service Personnel</li> </ul>
<p><b>Grade Levels:</b></p>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<p><b>Follow-up Activities:</b></p>	<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussion</li> <li>• Joint planning period activities</li> </ul>

	<ul style="list-style-type: none"><li>• Journaling and reflecting</li></ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Review of written reports summarizing instructional activity</li></ul>

**Dover Area SD  
Professional Development**

<b>Title:</b>	Curriculum Revisions								
<b>Description</b>	DASD will revisit and revise curriculum maps to ensure 100% alignment to PA Core. <a href="http://www.pdesas.org">www.pdesas.org</a>								
<b>Person Responsible</b>	Assistant Superintendent								
<b>Start Date:</b>	9/5/2020								
<b>End Date:</b>	6/30/2023								
<b>Proposed Cost/Funding:</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Start Year</th> <th style="text-align: left;">End Year</th> <th style="text-align: left;">Cost</th> <th style="text-align: left;">Funding Source</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>2021</td> <td>10000.00</td> <td>421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction</td> </tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source	2020	2021	10000.00	421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction
Start Year	End Year	Cost	Funding Source						
2020	2021	10000.00	421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction						
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology								
<b>Hours Per Session</b>	6.0								
<b># of Sessions:</b>	6								
<b># of Participants Per Session:</b>	10								
<b>Provider:</b>	Dover Area School District								
<b>Provider Type:</b>	School Entity								
<b>PDE Approved:</b>	No								
<b>Knowledge Gain:</b>	Staff will gain an understanding of curriculum alignment to PA Core. <a href="http://www.pdesas.org">www.pdesas.org</a>								
<b>Research &amp; Best Practices Base:</b>	<a href="http://pdesas.org/standard/">pdesas.org/standard/</a>								
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</li> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> </ul>								
<b>For school or LEA</b>									

<b>administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• Department Focused Presentation</li> <li>• Professional Learning Communities</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Joint planning period activities</li> <li>• Journaling and reflecting</li> </ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and</li> </ul>



	<p>preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Review of written reports summarizing instructional activity</li></ul>
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**Dover Area SD  
Professional Development**

<b>Title:</b>	Danielson's Framework for Teaching												
<b>Description</b>	All teachers will apply the 22 indicators of the framework to teaching.												
<b>Person Responsible</b>	Building Principals												
<b>Start Date:</b>	9/5/2021												
<b>End Date:</b>	6/28/2023												
<b>Proposed Cost/Funding:</b>	<table border="1"> <thead> <tr> <th>Start Year</th> <th>End Year</th> <th>Cost</th> <th>Funding Source</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>2022</td> <td>5000.00</td> <td>020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES</td> </tr> <tr> <td>2022</td> <td>2023</td> <td>5000.00</td> <td>020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES</td> </tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source	2021	2022	5000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	2022	2023	5000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
Start Year	End Year	Cost	Funding Source										
2021	2022	5000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES										
2022	2023	5000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES										
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Educational Technology												
<b>Hours Per Session</b>	6.0												
<b># of Sessions:</b>	3												
<b># of Participants Per Session:</b>	350												
<b>Provider:</b>	Dover Area School District												
<b>Provider Type:</b>	School Entity												
<b>PDE Approved:</b>	No												
<b>Knowledge Gain:</b>	Staff will gain an understanding of the Four Domains of the Danielson Framework: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.												
<b>Research &amp; Best Practices Base:</b>	<a href="http://danielsongroup.org/framework">danielsongroup.org/framework</a>												
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Enhances the educator's content knowledge in the area of the educator's certification or assignment.</li> <li>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>												

<p><b>For school or LEA administrators, and other educators seeking leadership roles:</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<p><b>Training Format:</b></p>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• School Whole Group Presentation</li> </ul>
<p><b>Participant Roles:</b></p>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> <li>• School counselors</li> <li>• New Staff</li> </ul>
<p><b>Grade Levels:</b></p>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<p><b>Follow-up Activities:</b></p>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Lesson modeling with mentoring</li> </ul>

	<ul style="list-style-type: none"><li>• Journaling and reflecting</li></ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Classroom student assessment data</li><li>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional activity</li></ul>

**Dover Area SD  
Professional Development**

<b>Title:</b>	DASD Implementation of Positive Behavioral Interventions and Supports (PBIS)/Bullying Prevention Programs
<b>Description</b>	PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success.
<b>Person Responsible</b>	Building and District Administrators
<b>Start Date:</b>	9/5/2020
<b>End Date:</b>	6/30/2023
<b>Proposed Cost/Funding:</b>	Start Year End Year Cost Funding Source
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education
<b>Hours Per Session</b>	3.0
<b># of Sessions:</b>	4
<b># of Participants Per Session:</b>	150
<b>Provider:</b>	Dover Area School District
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	No
<b>Knowledge Gain:</b>	Staff will gain an understanding of a proactive approach to establishing behavioral supports and social cultural needs to help students meet academic achievements.
<b>Research &amp; Best Practices Base:</b>	<a href="http://www.pbis.org">www.pbis.org</a>
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other</b>	<ul style="list-style-type: none"> <li>• Provides the knowledge and skills to think and plan strategically,</li> </ul>

<b>educators seeking leadership roles:</b>	<p>ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• Series of Workshops</li> <li>• School Whole Group Presentation</li> <li>• Department Focused Presentation</li> <li>• Professional Learning Communities</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> <li>• School counselors</li> <li>• Paraprofessional</li> <li>• New Staff</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Peer-to-peer lesson discussion</li> <li>• Lesson modeling with mentoring</li> <li>• Joint planning period activities</li> </ul>

<b>Evaluation Methods:</b>	<ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Participant survey</li><li>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional activity</li></ul>
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**Dover Area SD  
Professional Development**

<b>Title:</b>	Data Driven Decision Making
<b>Description</b>	Staff will use data to make decisions and drive instruction. Access to data through a variety of tools. Analysis of student achievement data will be used to revise curriculum documents and pacing.
<b>Person Responsible</b>	Assistant Superintendent
<b>Start Date:</b>	9/5/2021
<b>End Date:</b>	6/30/2023
<b>Proposed Cost/Funding:</b>	Start Year End Year Cost Funding Source
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
<b>Hours Per Session</b>	3.0
<b># of Sessions:</b>	5
<b># of Participants Per Session:</b>	250
<b>Provider:</b>	Dover Area School District
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	No
<b>Knowledge Gain:</b>	Staff will gain an understanding of data driven from assessments and create high quality assessments for their course or grade level.
<b>Research &amp; Best Practices Base:</b>	Programs used by the district to gather the data.
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to access and use appropriate</li> </ul>



	<p>data to inform decision-making.</p> <ul style="list-style-type: none"> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• Series of Workshops</li> <li>• School Whole Group Presentation</li> <li>• Department Focused Presentation</li> <li>• Professional Learning Communities</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> <li>• School counselors</li> <li>• New Staff</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> </ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> </ul>

	<ul style="list-style-type: none"><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li></ul>
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**Dover Area SD  
Professional Development**

<b>Title:</b>	District Building and Grade Level Reconfiguration
<b>Description</b>	DASD will consider reconfiguring school buildings (grade spans and attendance zones) to maximize the opportunity to develop a culture for learning and accomodate population growth due to new developments.
<b>Person Responsible</b>	Superintendent, Administration
<b>Start Date:</b>	9/5/2020
<b>End Date:</b>	6/30/2021
<b>Proposed Cost/Funding:</b>	Start Year End Year Cost Funding Source
<b>Program Area(s):</b>	
<b>Hours Per Session</b>	2.0
<b># of Sessions:</b>	10
<b># of Participants Per Session:</b>	25
<b>Provider:</b>	Dover Area School District
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	No
<b>Knowledge Gain:</b>	Reconfiguration data
<b>Research &amp; Best Practices Base:</b>	Reconfiguration
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• Series of Workshops</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Principals / Asst. Principals</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> </ul>

<b>Grade Levels:</b>	<ul style="list-style-type: none"><li>• Elementary - Primary (preK - grade 1)</li><li>• Elementary - Intermediate (grades 2-5)</li><li>• Middle (grades 6-8)</li><li>• High (grades 9-12)</li></ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"><li>• Data collecting and surveying</li></ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"><li>• Participant survey</li></ul>

**Dover Area SD  
Professional Development**

<b>Title:</b>	Professional Development Focused Three-Year Cycle																
<b>Description</b>	Develop a multi-year professional development schedule that supports the implementation of the District's goals to include online, face-to-face, workshops, and team opportunities.																
<b>Person Responsible</b>	Assistant Principal																
<b>Start Date:</b>	9/1/2020																
<b>End Date:</b>	6/28/2023																
<b>Proposed Cost/Funding:</b>	<table border="1"> <thead> <tr> <th>Start Year</th> <th>End Year</th> <th>Cost</th> <th>Funding Source</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>2021</td> <td>20000.00</td> <td>421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction</td> </tr> <tr> <td>2021</td> <td>2022</td> <td>20000.00</td> <td>421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction</td> </tr> <tr> <td>2022</td> <td>2023</td> <td>40000.00</td> <td>421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction</td> </tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source	2020	2021	20000.00	421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction	2021	2022	20000.00	421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction	2022	2023	40000.00	421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction
Start Year	End Year	Cost	Funding Source														
2020	2021	20000.00	421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction														
2021	2022	20000.00	421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction														
2022	2023	40000.00	421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction														
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology																
<b>Hours Per Session</b>	6																
<b># of Sessions:</b>	5																
<b># of Participants Per Session:</b>	250																
<b>Provider:</b>	Dover Area School District																
<b>Provider Type:</b>	School Entity																
<b>PDE Approved:</b>	No																
<b>Knowledge Gain:</b>	Staff will be trained on the Focused Three-Year Cycle to develop implementation of online teaching, face-to-face, workshops and team opportunities.																
<b>Research &amp; Best Practices Base:</b>	Presentations and workshops																
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Enhances the educator's content knowledge in the area of the educator's certification or assignment.</li> <li>• Increases the educator's teaching skills based on research on</li> </ul>																

	<p>effective practice, with attention given to interventions for struggling students.</p> <ul style="list-style-type: none"> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<p><b>For school or LEA administrators, and other educators seeking leadership roles:</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<p><b>Training Format:</b></p>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• Series of Workshops</li> <li>• School Whole Group Presentation</li> <li>• Department Focused Presentation</li> <li>• Professional Learning Communities</li> </ul>
<p><b>Participant Roles:</b></p>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> <li>• School counselors</li> <li>• Paraprofessional</li> <li>• New Staff</li> </ul>
<p><b>Grade Levels:</b></p>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> </ul>

	<ul style="list-style-type: none"><li>• High (grades 9-12)</li></ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Joint planning period activities</li></ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Participant survey</li><li>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional activity</li></ul>

**Dover Area SD  
Professional Development**

<b>Title:</b>	Trauma Informed Classroom Training
<b>Description</b>	There will be training for staff on an annual basis.
<b>Person Responsible</b>	School Social Worker and Building Principals
<b>Start Date:</b>	9/5/2020
<b>End Date:</b>	6/30/2023
<b>Proposed Cost/Funding:</b>	Start Year End Year Cost Funding Source
<b>Program Area(s):</b>	Professional Education
<b>Hours Per Session</b>	5
<b># of Sessions:</b>	3
<b># of Participants Per Session:</b>	250
<b>Provider:</b>	Dover Area School District
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	No
<b>Knowledge Gain:</b>	Staff will gain knowledge on the overview of the impact on students and how adverse life experiences can impact their behavior in the classroom.
<b>Research &amp; Best Practices Base:</b>	School social worker and National Center on Safe and Supportive Learning Environments
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>



<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• Series of Workshops</li> <li>• School Whole Group Presentation</li> <li>• Podcast</li> <li>• Professional Learning Communities</li> <li>• Offsite Conferences</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> <li>• School counselors</li> <li>• Paraprofessional</li> <li>• Classified Personnel</li> <li>• New Staff</li> <li>• Other educational specialists</li> <li>• Related Service Personnel</li> <li>• Parents</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Joint planning period activities</li> <li>• Journaling and reflecting</li> </ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and</li> </ul>

	<p>preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"><li>• Participant survey</li><li>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional activity</li></ul>
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**Dover Area SD  
Professional Development**

<b>Title:</b>	Unity Council
<b>Description</b>	DASD will implement a district wide Unity Council and each building will establish a building level council.
<b>Person Responsible</b>	Building and District Administrators
<b>Start Date:</b>	9/5/2020
<b>End Date:</b>	6/30/2023
<b>Proposed Cost/Funding:</b>	Start Year End Year Cost Funding Source
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education
<b>Hours Per Session</b>	3.0
<b># of Sessions:</b>	4
<b># of Participants Per Session:</b>	250
<b>Provider:</b>	Dover Area School District
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	No
<b>Knowledge Gain:</b>	Staff will gain an understanding of creating a program that promotes a positive environment for the students. This unity council will confront racism, bigotry, and violence and have an understanding of how students will come together to collectively and individually work in unity at their school and in the community.
<b>Research &amp; Best Practices Base:</b>	School Social Worker and Unity Council Boards
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</li> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership</b>	<ul style="list-style-type: none"> <li>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff</li> </ul>

<b>roles:</b>	<p>professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• School Whole Group Presentation</li> <li>• Department Focused Presentation</li> <li>• Professional Learning Communities</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> <li>• School counselors</li> <li>• Paraprofessional</li> <li>• Classified Personnel</li> <li>• New Staff</li> <li>• Other educational specialists</li> <li>• Related Service Personnel</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussion</li> <li>• Lesson modeling with mentoring</li> </ul>

<b>Evaluation Methods:</b>	<ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Participant survey</li><li>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional activity</li></ul>

**Dover Area SD  
Professional Development**

<b>Title:</b>	Walk-Throughs
<b>Description</b>	DASD will conduct district walk throughs to monitor progress of buildings implementation of district initiatives.
<b>Person Responsible</b>	Superintendent
<b>Start Date:</b>	9/5/2020
<b>End Date:</b>	6/28/2021
<b>Proposed Cost/Funding:</b>	Start Year End Year Cost Funding Source
<b>Program Area(s):</b>	
<b>Hours Per Session</b>	1.0
<b># of Sessions:</b>	3
<b># of Participants Per Session:</b>	35
<b>Provider:</b>	Dover Area School District
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	No
<b>Knowledge Gain:</b>	Administrators will develop an understanding of the staff teaching style with the administrative walk throughs. Teachers will receive feedback on the observation by the administrator.
<b>Research &amp; Best Practices Base:</b>	Administrators
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Enhances the educator's content knowledge in the area of the educator's certification or assignment.</li> <li>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership</b>	<ul style="list-style-type: none"> <li>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff</li> </ul>

<b>roles:</b>	<p>professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• Professional Learning Communities</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>• Lesson modeling with mentoring</li> <li>• Joint planning period activities</li> <li>• Journaling and reflecting</li> </ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> </ul>

	<ul style="list-style-type: none"> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul>
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### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
The LEA has conducted the required training on:
5/25/2018 All staff had to complete training by 5/25/2018 and now a Condition of employment
The LEA plans to conduct the required training on approximately:
8/19/2022 All staff hired prior to May 25, 2018 must complete 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.

<b>Questions</b>
The LEA has conducted the training on:
9/28/2018 All secondary staff
The LEA plans to conduct the training on approximately:
8/19/2022 All secondary staff will be retrained by August 19, 2022

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

<b>Questions</b>
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.

Dover Area School District has implemented effective supervisory activities to ensure the successful implementation of the selected characteristics. Administrators utilize 5x5 walkthroughs to effectively document and monitor instructional practices and curricular alignment. The district is in the third year of implementation of Instructional Rounds. This Harvard University model is based on the medical rounds model. Administrators facilitate a discussion of Problems of Practice which are examined through the Instructional Rounds process. A network of administrators, ad hoc teachers, and specialists visit each school and monitor the instructional core as it pertains to the identified problem of practice. At the conclusion of the Rounds experience, patterns and trends are identified and the Instructional Rounds network offers the host school recommendations for "next steps" to strengthen the instructional core and reduce the identified problem of practice.

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

N/A

### ***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.

Dover Area School District has created a new teacher Induction Plan that includes all of the identified goals, objectives and competencies.

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

N/A

***Needs of Inductees***

*Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.

- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

*Unchecked answers*

*None.*

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

The Dover Area School District (DASD) Induction Program is a series of planned experienced, activities and goals (developed cooperatively by the mentor, mentee and building administrator), which increases the mentee's knowledge and improves his/her skills. DASD Induction Program is a 2-year process.

The Dover Area School District (DASD) is committed to enhance not only the first year teachers but also all district teachers' probability of success through productive, structured opportunities.

**Goals and Competencies**

**Goals of the DASD Teacher Induction Program**

The goals of the Dover Area School District Teacher Induction Program are to provide each mentee with the orientation to the DASD and to increase his/her knowledge and improve his/her teaching skills.

- Develop a relationship between mentees, mentors, and administrators.
- Build a knowledge base and understanding of essential resources, policies, and procedures.
- Build a knowledge base and understanding of data driven effective instruction to improve district student performance.
- Support the development of the mentee's professional knowledge and skills.

- Provide opportunities for the mentee to analyze and reflect on their teaching with support from mentor, colleagues, and administration.

### **Program Activities Year 1**

- **Summer Induction Training:**  
The topics during this training include: Program Overview, Code of Conduct, District Tour, Sharing Session, Framework, DASD Resources and Departments, Classroom Preparation, and other topics determined from yearly assessments. The training sessions occur the week prior to all staff reporting for professional development.
- **District Level Induction Meetings (Minimum 2 Per Year):**  
The district induction team will conduct three induction meetings during the course of the school year. The focus of these meetings range in topics from Instructional Strategies, Reporting and Procedures Policies, and any current needs of mentees.
- **District Level Program Celebration (1 Per Year):**  
At the end of the school year the district induction team will conduct a celebration. A list of the inductees will be presented at the public board meeting.
- **Monthly Building Induction Meetings:**  
The building principal will conduct a meeting each month to cover building related induction topics and review electronic record of activities.
- **Ongoing Informal and Formal Support by the Mentor and Building Administrator:**  
It is expected that the mentor will meet with mentee weekly for Quarters 1 and 2 and monthly for 3 and 4. In addition the building administrator will be available to assist the mentee with any challenges they are confronted with on a daily basis.
- **Peer Observation by Mentee of Mentor of Other Teachers:**  
It is expected that the mentee will observe his/her mentor or another teacher at least once during the school year. The mentee will write a reflection of the visit and include in his/her electronic record of activities.
- **Video Completion & Reflection (2 Per Year):**  
The mentor and mentee will schedule a time to video the mentee delivering instruction during Quarter 2 and 4. The mentee will reflect on video observations and include in electronic record of activities.
- **Informal Classroom Visits by Building Principal:**  
Each building principal will visit the mentee's classroom every single week during Quarters 1 and 2, Quarter 3 bi-monthly, and Quarter 4 monthly. These observations will be drop-in visits to provide feedback on mentee's instructional effectiveness in his or her classroom.

- **Formal Classroom Observations:**  
Each building principal will conduct two formal observations. (One observation may be conducted by another administrator.). One observation will be conducted in Quarter 1 and the other formal observation will be completed in Quarter 3 or 4. Also, the building principal will guide a mid-year evaluation with mentee in Quarter 2. The building principal will complete the PDE 82-1 in Quarter 4 with mentees.
- **District Mentoring Activities:**  
The district administration will provide activities for the mentees and mentors to complete collaboratively once a quarter. A reflection of the activities will be included in the mentees electronic record of activities.
- **Mentee Electronic Record of Activities:**  
Each mentee will complete an electronic record of activities. The record will include meeting logs, reflections and activity summaries and will be submitted on a designated date at the end of each school year.

## **Program Activities Year 2**

- **Summer Induction Training:**  
The topics covered during this training include: Program Overview for 2nd year mentees, Danielson Framework, Goal Setting for Electronic Record of Activities, and other topics determined from yearly assessments. The training may occur face-to-face or online.
- **District Level Program Celebration:**  
At the end of the school year the district induction team will conduct a celebration.
- **Ongoing Informal and Formal Support by the Mentor and Building Administrator:**  
The building principal will meet quarterly with mentees to examine evidence collected for set goals. All evidence, logs and reflections will be included in an electronic record of activities.
- **Formal Classroom Observations:**  
Each building principal (may also be another administrator) will conduct two formal observations. One observation will be conducted in Quarter 1 and the other formal observation will be completed in Quarter 3 or 4. Also, the building principal will guide a mid-year evaluation with mentee in Quarter 2.
- **Mentee Electronic Record of Activities:**  
Each year 2 inductee will complete an electronic record of activities. The record will include meeting logs, reflections, activity summaries and evidence from set goals and will be submitted on a designated date at the end of each school year.

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

N/A

**Mentor Characteristics**

*Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

*Unchecked answers*

*None.*

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

The district identifies various topics of interest for mentor teachers (based on previous year's needs assessment). District administrators and school level administrators present topics for mentors such as; professionalism and the new teacher induction program, induction topics for discussion, data warehousing and other topics relating to teacher effectiveness training and safe and supportive schools.

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

N/A

**Induction Program Timeline**

<b>Topics</b>	<b>A C D F A</b> <b>u c e e p</b> <b>g t c b r</b> <b>- - - - -</b> <b>S N J M M</b>	<b>Jun-Jul</b>
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	e p	o v	a n	a r	a y														
Code of Professional Practice and Conduct for Educators				X															
Assessments			X																
Best Instructional Practices			X																
Safe and Supportive Schools	X																		
Standards			X																
Curriculum						X													
Instruction								X	X										
Accommodations and Adaptations for diverse learners								X											
Data informed decision making										X									
Materials and Resources for Instruction											X								

If necessary, provide further explanation.

Gifted Education, 504 Service Agreements and Special Education topics have been added to the list of Induction topics.

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

Recordkeeping to the basis for monitoring and evaluating the effectiveness of the Induction program. The Lincoln Intermediate Unit #12 has developed an online wiki that houses all Induction materials and resources. Inductees are responsible for maintaining an activity log. These logs are shared with district personnel and are used to monitor and modify subsequent Induction programs.

### *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: **624**

### *Identification Method*

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

To determine if a student has a specific learning disability (SLD), the Dover Area School District utilizes the discrepancy model with four criteria.

First in using the Discrepancy Model, the educational team assesses whether the child does not achieve adequately for his/her age or to meet State-approved grade level standards.

Using various universal screening assessments and progress monitoring, the team looks at whether the student is failing to meet age- or grade-level State standards in one of eight areas:

- oral expression
- listening comprehension
- written expression
- basic reading skill
- reading fluency skill
- reading comprehension
- mathematics calculation
- mathematics problem solving

Secondly, a school psychologist will use cognitive assessment and achievement tests and other specific assessments based on the needs of the student to determine whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, State-approved grade level standards, or intellectual development.

The third step is to rule out any of the following areas of concern:

- Vision, hearing, or motor problems
- Intellectually Disability (formally Mentally Retardation)
- Emotional disturbance



- Cultural and/or environmental issues
- Limited English proficiency

The final step is to rule out a lack of instruction by documenting the following:

- Appropriate instruction by qualified personnel
- Implemented research-based interventions
- Repeated assessments

To ensure that underachievement is not due to lack of appropriate instruction in reading or math the district considers the following:

- Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings delivered by qualified personnel. (If a student moves into the Dover Area School District from another state, the LEA will contact the previous school to determine if the student was taught by a qualified person.)
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents. (The source of this information comes from universal screenings. Students who are in the intensive or strategic groups receive additional time and are progressed monitored in order to determine if they are or are not making progress.)

To ensure that screening or early intervening activities do not serve as a barrier to the right of parents to request an evaluation, at any time, the District completes the following:

- Directs school psychologists and other professionals to utilize a comprehensive library of assessments to evaluate academic, behavioral and/or social emotional needs
- Provides a comprehensive evaluation report to include the following data when appropriate: current classroom (curriculum) based assessments, aptitude and achievement tests, local and/or state assessments, behavioral assessments and results of a functional behavioral assessment when conducted, vocational/technical education assessment results, interests, preferences, aptitudes (secondary transition), etc.
- Replaces any references of "informal evaluation" with language from regs regarding early intervening/screening so that it does not appear to be a delay in formal evaluation or considered an evaluation form eligibility (ex: repeated assessments of achievement or behavior, screenings, curriculum-based measures, analysis of progress monitoring data, etc..) [300.302 Screening for instructional purposes is not evaluation. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for

curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.]

### ***Enrollment***

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Not significantly disproportionate

### ***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?

### ***Dover Area School District does not host or have schools that host non-resident students within the district.***

In the event that a facility would locate within the District, the LEA will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Students in Non-Educational Placements 22Pa. Code Section 14.102.

The district is dedicated in providing a free appropriate public education in the least restrictive environment. The Dover Area School District in conjunction with the Lincoln Intermediate Unit provides a full continuum of services considering the least restrictive environment first. Dover has a strong belief in using teams for problem solving and decision-making. The Dover Area School District uses various Training and Consulting (TAC) consultants from Lincoln Intermediate Unit (LIU), PaTTAN, and outside supports from private consultants to assist the teachers in analyzing data and improving the delivery of reading instruction. There is strong dialog with the LIU concerning special education items. This dialog is frequent and excellent forming a cohesive partnership. The district utilizes support systems such as in-house social work services, on-site outpatient mental health services, Positive Behavioral Interventions and Support (PBIS), Multi-Tiered Systems of Supports (MTSS), and consultation regarding regulations, special education supervisor

meetings, Autistic Support Team consultations, transitional planning services, and assistive technology. If the district had non-resident students, the district would provide FAPE and LRE to the maximum extent appropriate.

At this time we do not have any problems or barriers which limit the district's ability to meet the needs of the non-resident students or programs within the district that has non-resident student. Any unforeseen barriers would be addressed through continued collaborative efforts between the district and 1306 facilities (to ensure child find and provision of FAPE for students with disabilities).

### *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 LIU operates the educational program in the local correctional institution for all incarcerated students who are or may be eligible for special education services. LIU procedures are established and followed in order to notify the Dover Area School District when school age youth enter the facilities. School records are sent to the facility in order to identify anyone eligible for special education services. Students may be evaluated while incarcerated if there is a reason to believe that youth may be disabled and in need of specially designed instruction. The Dover Area School District works in conjunction with the LIU to complete the evaluation. Students are eligible for a diploma when the Dover Area School District high school principal determines that the work completed meets the Dover Area School District's criteria for graduation.

### *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.

1) The Dover Area School District is committed to providing education in the least restrictive environment for students identified with disabilities. It provides inclusive opportunities within the regular education setting in all buildings at all grade levels. In keeping with the belief that disability does not drive placement, the IEP team determines the least restrictive environment based on a student's individual present levels of academic and functional performance. The team first considers what supplementary aids and services may be provided within the regular education setting in order to meet the student's unique needs. These supplementary aids and services may include, but are not limited to, adapted curriculum, specialized equipment, training for regular education teachers in behavior management, the use of assistive technology, co-teaching, and para-educator support. The District supports inclusionary practices K-12 for all courses. As the District offers a continuum of service options, students' placements are reviewed at least annually, with some students receiving education in multiple settings throughout the school day. An Apple school district, the District has held iPad accessibility training for educators twice in the last two years.

2) The Dover Area School District utilizes the Multi-Tiered System of Supports framework in grades K-8 for both academics and behavior. A district-level team, consisting of reading specialists, special education teachers, intervention specialists, a math coach, and building/district administrators meets quarterly to review and analyze Tier 2 and Tier 3 interventions. These tiers of intervention are implemented before evaluation for special education is considered. Each K-8 building has daily designated time for intervention and regularly scheduled progress monitoring. Building student concern teams meet bi-monthly to discuss students' needs and appropriate interventions. The District is continuing to build its high school MTSS model. All buildings participate in Positive Behavior Systems of Support (PBIS), with one of the elementary buildings just recently having been recognized by PDE as a PBIS School.

For the last two years, the District has partnered with the ARC of Pennsylvania to bring its IncludeMe! Program to the elementary schools. Special education and general education teachers receive biweekly, in-class support. The District also participates in the Autism Initiative through PaTTAN at the elementary level and will be expanding that to the 7-8 level during the 2019-20 school year. This initiative brings training not only to the Autism Support Staff, but also the Life Skills Support Staff and general education staff. With two certified trainers on site, Dover Area School District annually trains teams in all buildings in de-escalation techniques and safe crisis management. The Lincoln Intermediate Unit's Autism Consult Team and newly-formed Social Communication for Career Success provide consultative support for school teams on an as needed basis. Lastly, Dover Area High School has implemented Dover MAX!, a local version of Project MAX. Having participated in the required intensive training, the MAX team has implemented both an algebra and literature unit.

In reviewing student data and supporting research, the District continues to expand its co-teaching model at all levels. Co-teaching teams are provided daily time to co-plan and receive monthly support from administration, academic coaches, instructional advisors, and/or local Intermediate Unit personnel. Special education teachers participate with their

regular education peers in all curricular and instruction training in order to maintain high expectations for students and be able to provide rigorous instruction in the core curriculum for their students. Recent training has included Foundations, guided reading, Everyday Math, and APL Instructional Strategies.

3) The Dover Area School District continuously strives to improve the educational experience within the regular education setting for its students with special needs, from the time they are initially identified as needing specially designed instruction until they graduate. With respect to Indicator 5 of the State Performance Plan, the district has seen a slight decrease in the number of students in the regular education setting 80% or more, from 63% in the 2016-17 school year to 59.3% in the 17-18 school year, with an increase in the number of students spending less than 40% of the day in the regular education setting, from 14.9% to 19.3%. This related increase and decrease may be attributed to the increase in students with an Emotional Disturbance who are in need of highly structured settings and small group social and coping skills, particularly as they begin to receive Emotional Support services. Additionally, the district has had an increase in the number of students with Autism who are Early Learners, in that they possess minimal functional communication skills and require intensive programming in order to gain skills which will allow them to be successful in a regular education setting. In both of these representative cases, the educational team reviews progress monitoring data on a biweekly basis and increases time in regular education, through an IEP revision and the issuance of a Notice of Recommended Educational Placement, as the IEP team deems appropriate. Students are placed outside of the school district only when the most appropriate supports and services as deemed by the IEP team cannot be provided within the district. The district currently maintains Learning Support (itinerant and supplemental), Life Skills Support, and Autistic Support programs within district buildings. It also provides facilities for IU-operated Emotional Support in grades 4-12, Therapeutic Emotional Support in grades 4-6 and 9-12, Learning Support (full time) in grades 4-12, and Vision Support in grades 4-6. Dover students needing these supports are given first available spaces in these classes. When space is not available, the district coordinates with the IU to find a space in a class within the closest distance possible. In considering out-of-district placement, the IEP considers the questions provided in Section VII, Educational Placement, of the IEP. The Director or Assistant Director of Exceptional Children attend all IEP and parent meetings for students placed outside of the district and receive and review quarterly progress monitoring in order to determine whether the placement continues to be the least restrictive environment where the individual needs of the student may be met.

### *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.

1) The Dover Area School District, through its Multi-Tiered Systems of Support, provides a continuum of behavioral supports for students. Board Policy 819, *Suicide Awareness, Prevention and Response*, was just recently updated on October 18. The policy outlines Suicide Awareness and Prevention Education, Methods of Prevention, Methods of Intervention, Methods of Response, Report Procedures, and Resources. Within the section entitled Methods of Intervention, the policy specifically addresses students with disabilities to include additional steps to be taken in accordance with Special Education regulations. All buildings within the District participate in Positive Behavioral Interventions and Support. At each level, all students are provided instruction on appropriate behaviors and supported through modeling, guidance support, classroom management systems, and building-wide recognition of appropriate behaviors. For students needing additional layers of support, each building has teams of individuals trained in conducting Functional Behavioral Assessments and creating Positive Behavioral Support Plans. In cases where students are identified as students with special needs, the IEP team is convened to conduct the FBA and create the PBSP. Data collection is ongoing, with teams convening monthly to analyze data and create action steps, when necessary, to address trends and/or individual needs. At Dover Intermediate School, a Transition Class has been instituted to provide temporary support to students in grades 7 and 8 who are struggling both academically and behaviorally within the regular education setting. The District also maintains its own AEDY program for students in grades 6 through 12. AEDY programs are designed for seriously and persistently disruptive students. By law, districts may refer students to AEDY programs only if they demonstrate, to a marked degree, any of the seven conditions. The program must enable all students to make normal academic progress and to meet the requirements for graduation in their home school district. Placement in an AEDY program is considered only after all other options for improving behavior have been exhausted. This includes the use of the school's Student Assistance Program, a service for which the District contracts with a local provider. The district uses the formal AEDY referral form/process at all times. The district employs a full-time, 12-month, licensed school social worker. This individual serves as liaison for the District and parents and outside agencies and provides staff training when appropriate. With the support of the school social worker, Check and Connect has been implemented in all schools. Lastly, the District contracts with Lincoln Intermediate Unit 12 for Emotional Support and Psychological Services. When necessary, the LIU's Crisis Response Team is engaged to support building teams in managing local crises. Two school resource officers are employed to support students and staff.

2) All staff have been trained in APL instructional strategies. These strategies are designed to increase student engagement and decrease problem behavior. Each building has a core PBIS team which meets regularly and provides training to its staff in PBIS protocols. Codes of Conduct are reviewed annually and outline staff responses to behaviors. For students with special needs who exhibit challenging behavior, the IEP team convenes to review/revise the IEP to better meet the needs of the student and/or to conduct a FBA. Trauma-Informed Care training has been implemented for staff serving students in grades 7-12 with plans to increase training to all staff members over the next year. Elementary

staff have been trained in and use Responsive Classroom practices as part of their daily routine. A full-time Instructional Advisor is available to observe students and provide suggestions to staff members with respect to behavior management. Each building has a team that is recertified annually in QBS Safety Care. While safe physical management is used only as a last resort when the student is presenting as a danger to himself or others, the program emphasizes de-escalation techniques which may be used for a variety of behaviors. All staff members in District Autistic Support and elementary Life Skills Support classes are trained, as well. Trainers for QBS are District staff members who are able to provide daily support as needed. For students with challenging behaviors relative to Autism Spectrum Disorder, the school utilizes its Autism Initiative partnership with PaTTAN to train staff and problem-solve.

3) The District coordinates with a local agency to provide school-based mental and behavioral health services for students and their families. This onsite provider meets with clients during and after school hours in approved locations within our buildings. Students and families may be referred through the Student Assistance Program, a school counselor, or the school social worker. The school social worker maintains communication with the agency to determine needs for continued support. Services are provided on a first-come, first-served basis, with preference given to those students/families unable to access services independently.

### *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.

1) When faced with a hard to place student with a disability, the Director of Exceptional Children or Assistant Director of Exceptional Children and School Social Worker first meet with the IEP team to analyze the current needs of the student and what options and supports may be available within the District. At that meeting, the team, to include the parents, determines what other agency involvement would benefit the student. Collaboration for problem-solving and decision-making may include the Lincoln Intermediate Unit 12, Child and Adolescent Service System Program (CASSP), Children and Youth, Probation, Mental Health/Intellectual Developmental Disabilities, and any other agencies with whom the student/family may be associated. When the appropriate option is agreed upon, the District then arranges for related services such as transportation and all

necessary paperwork to be transferred to the new setting. If there is no resolution to the problem from an interagency meeting, the district contacts PDE Intensive Interagency Coordination Department and asks for assistance.

2) The district participates in the Early Intervention transition meetings yearly. Parents of students who are transitioning to school age programs are invited to a meeting with the Early Intervention Support Staff, the Director of Exceptional Children, service providers such as Speech and Language Pathologists or classroom teachers, and Principal. Student needs are discussed and a tentative plan of action is agreed upon pending the student's enrollment in the district. Follow-up may be necessary such as observations of the student in his/her preschool environment and/or district attendance at preschool re-evaluation/IEP meetings.

An OVR representative is invited to attend meetings with transition-age students at the Dover Area High School to initially provide information on OVR services. Should the parent/student choose to participate with OVR, the district collaborates with the representative so that he/she has access to the student during the school day and has a place with which to meet. The OVR is subsequently invited to all IEP meetings for participating students. Special Education teachers encourage participation at each IEP meeting and include OVR contact information in both the Present Levels and Transition sections of the IEP. Both the Assistant Director of Exceptional Children and High School Special Education Department Chair participate in the York County Transition Council. A CTE School, Dover Area High School offers experiences to students with special needs which include agreements with local colleges for dual enrollment and work-place learning experiences at local business establishments.

The district operates its own AEDY program in an effort to provide an appropriate education to students within their home district. For students identified with special needs, a case manager is assigned to those students who then works in conjunction with the AEDY staff to ensure IEPs are being followed and needs are being met. For students who need alternative placements beyond district AEDY or IU-operated programs, the District coordinates with both River Rock Academy and High Roads (Catapult Learning). Should a student require mental health services in a facility, the District cooperates with partial and residential programs through ongoing treatment meetings which may include the Director of Exceptional Children and School Social Worker.

The Dover Area School District also operates its own cyber academy for students in grades 7-12. Upon enrolling in cyber school, a special education case manager is assigned, and an IEP team meeting is convened to revise the IEP, issue a NOREP, and create a pacing guide. The IEP is provided to the cyber teachers, and the case manager maintains regular contact with the teachers to ensure progress. Some students may require individualized courses be created which are then managed by a highly qualified teacher within the district. This program allows for full cyber enrollment as well as credit recovery to support students in on-time graduation.

If a student is unable to be educated in a public or private facility and requires Instruction in the Home, the District organizes an IEP team to determine appropriate service providers



based on need, the amount of service to be provided, and how that service and progress will be monitored. This may require contracting with highly qualified personnel from the IU or other educational service providers.

3) The Dover Area School District now hosts School-Based Therapy provided by a local agency. The district will continue in this partnership, as well as plans to hire another School Social Worker to further support interagency coordination. The Director of Exceptional Children serves on a newly-formed committee at the Lincoln Intermediate IU 12 to enhance collaboration and communication among local mental health organizations as well as analyze needs and deficits within our local agencies supports.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

## Special Education Assurances

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

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

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

*There are no facilities.*

### Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Spring Grove Sr. High	Neighboring School Districts	AS	1
Hayshire Elementary	Neighboring School Districts	ES	3
West York Middle School	Neighboring School Districts	Therapeutic ES	1
Lincolnway Elementary	Neighboring School Districts	Therapeutic ES	2
Northeastern Sr. High	Neighboring School Districts	Therapeutic ES	3
Orendorf Elementary	Neighboring School Districts	NS/LS	1
South Western Sr. High	Neighboring School Districts	AS	1
Yorkshire Academy at YLC	Special Education Centers	Dual Diagnosis Support	3
York County School of Technology	Neighboring School Districts	ES	2
Yorkshire Academy at YLC	Special Education Centers	LSS	2
York Township Elementary	Neighboring School Districts	Deaf-Blindness	1
New Oxford Elementary	Neighboring School Districts	MDS	1
Yorkshire Academy at YLC	Special Education Centers	MDS	5
Spring Grove Sr. High	Neighboring School Districts	Therapeutic ES	1
Conewago Valley Intermediate	Neighboring School Districts	Hearing Impairment including Deafness	1
York Suburban Senior High	Neighboring School Districts	NS/LS	1
Brethren Home Community	Other	NS/LS	1
York Suburban Senior High	Neighboring School Districts	AS	1
West York Senior High	Neighboring School Districts	ES	2
Dallastown Intermediate School	Neighboring School Districts	Therapeutic ES	1
York Learning Center	Special Education Centers	Therapeutic ES	2

Lion's Pride Academy	Special Education Centers	Therapeutic ES	5
High Roads Academy	Approved Private Schools	ES	2
Adams County Learning Center	Special Education Centers	ES	1
Bermudian Springs Elementary School	Neighboring School Districts	Therapeutic ES	1
Devereux	Other	ES	1
Devereux	Other	LSS	1
Edison Prep	Approved Private Schools	ES	1
In the Home	Instruction in the Home	MDS	1
Hoffman Academy	Approved Private Schools	ES	2
Youth Forestry Camp	Other	ES	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* April 29, 2015

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	7	0.46
Locations:				
Dover 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	Learning Support	10 to 12	8	0.54
Locations:				
Dover Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* April 29, 2015

**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	4	0.32
Justification: Students are not serviced within the same instructional group.				
Locations:				
Dover High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	16	0.68
Justification: Students are not serviced within the same instructional group.				
Locations:				
Dover High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #3 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 29, 2015**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	5	0.33
Justification: Students are not serviced within the same instructional group.				
Locations:				
Dover High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	17	0.67
Justification: Students are not serviced within the same instructional group.				
Locations:				
Dover High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #4 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 29, 2015**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	4	0.26
Justification: Students are not serviced within the same instructional group.				

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	16	0.74
Justification: Students are not serviced within the same instructional group.				
Locations:				
Dover High School	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #5 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* April 29, 2015

#### 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	3	0.21
Justification: Students are not serviced within the same instructional group.				
Locations:				
Dover High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	17	0.79
Justification: Students are not serviced within the same instructional group.				
Locations:				
Dover High School	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #6 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* April 29, 2015

#### 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	6	0.37
Justification: Students are not serviced within the same instructional group.				
Locations:				
Dover High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	14 to 18	15	0.63
Justification: Students are not serviced within the same instructional group.				
Locations:				
Dover High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #7 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: April 29, 2015***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	2	0.13
Locations:				
Dover Intermediate	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	14	0.87
Locations:				
Dover Intermediate	A Middle School Building	A building in which General Education programs are operated		

**Program Position #8 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: April 29, 2015***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	2	0.12
Locations:				
Dover Intermediate	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	15	0.88
Locations:				
Dover Intermediate	A Middle School Building	A building in which General Education programs are operated		

**Program Position #9 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class*



Implementation Date: April 29, 2015

**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	4	0.21
Locations:				
Dover Intermediate	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	15	0.79
Locations:				
Dover Intermediate	A Middle School Building	A building in which General Education programs are operated		

**Program Position #10 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: April 29, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	7	0.64
Justification: Students are not serviced within the same instructional group.				
Locations:				
Dover High ES	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	4	0.36
Justification: Students are not serviced within the same instructional group.				
Locations:				
Dover Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #11 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: April 29, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	9	0.9
Locations:				
Dover Intermediate	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	1	0.1
Locations:				
Dover Intermediate	A Middle School Building	A building in which General Education programs are operated		

**Program Position #12 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 29, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	1	0.07
Locations:				
Leib 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	Learning Support	10 to 12	13	0.93
Locations:				
Leib Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 29, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	16	0.89
Justification: Students are not serviced within the same instructional group.				
Locations:				
Leib Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	2	0.11
Justification: Students are not serviced within the same instructional group.				
Locations:				
Leib Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #14 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 29, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	1	0.14
Locations:				
North Salem 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	Emotional Support	9 to 12	1	0.14
Locations:				
North Salem Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 12	5	0.72
Locations:				
North Salem Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #15 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 24, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	5	0.5
Locations:				
North Salem Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 12	5	0.5
Locations:				
North Salem Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #16 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: April 29, 2015

**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	1	0.06
Locations:				
North Salem 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	Learning Support	9 to 12	16	0.94
Locations:				
North Salem Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: April 29, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	11	1
Locations:				
North Salem Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: August 24, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	7	0.87
Locations:				
Weigelstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	1	0.13
Locations:				
Weigelstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #19 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: April 29, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	4	0.22
Justification: Students are not serviced within the same instructional group.				
Locations:				
Weigelstown 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	Learning Support	6 to 13	14	0.78
Justification: Students are not serviced within the same instructional group.				
Locations:				
Weigelstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #20 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: April 29, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	6	0.27
Justification: Students are not serviced within the same instructional group.				
Locations:				
Weigelstown 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	Learning Support	8 to 12	16	0.73
Justification: Students are not serviced within the same instructional group.				
Locations:				
Weigelstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #22 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: March 22, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	5 to 12	29	0.86
Justification: Students are not serviced within the same instructional group.				
Locations:				
Dover 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	12 to 14	5	0.14
Locations:				
Dover Intermediate School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #23 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 22, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 18	3	1
Justification: Students are not serviced within the same instructional group.				
Locations:				
Dover High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #24 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 22, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	25	1
Justification: Students are not serviced within the same instructional group.				
Locations:				
Leib Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #25 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* April 29, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	1	0.09
Locations:				
Dover Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	15 to 18	10	0.91
Locations:				
Dover Area High School	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #27 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 24, 2015

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 9	7	1
Locations:				
Weigelstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #28 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 20, 2014

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	1	0.08
Locations:				
Dover 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	Learning Support	6 to 9	11	0.92
Locations:				
Dover Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #29 - Proposed Program

Operator: School District

**PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 24, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 20	1	0.1
Justification: Age range exception determined appropriate by the IEP team and justified in the IEP				
Locations:				
Dover Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 20	9	0.9
Justification: Age range exception determined appropriate by the IEP team and justified in the IEP				
Locations:				
Dover Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #30 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 24, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	2	0.67
Locations:				
Dover Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 15	1	0.33
Locations:				
Dover Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #31 - Proposed Program***Operator: Intermediate Unit***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: March 22, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	5 to 12	20	1



	Support			
Justification: Students are not serviced within the same instructional group.				
Locations:				
North Salem Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #32 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 29, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	13	0.81
Locations:				
Dover Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	3	0.19
Locations:				
Dover Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #33 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	8	0.89
Locations:				
North Salem Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	1	0.11
Locations:				
North Salem Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #34 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition

Implementation Date: August 24, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	16	1
Locations:				
Dover Intermediate School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #35 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: March 22, 2018

**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	12	1
Locations:				
North Salem Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #36 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: March 22, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Blind or Visually Impaired Support	9 to 12	5	0.71
Locations:				
Dover Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	9 to 12	2	0.29
Locations:				
Dover Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #37 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: March 22, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 12	6	0.6
Locations:				
Dover Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	4	0.4
Locations:				
Dover Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #38 - Proposed Program

*Operator:* Intermediate Unit

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* March 22, 2018

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	23	1
Justification: Students are not serviced within the same instructional group.				
Locations:				
Weigelstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #39 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 23, 2018

#### 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	1	0.06
Locations:				
Dover Intermediate 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	Learning Support	12 to 14	16	0.94
Locations:				
Dover Intermediate School	A Middle School Building	A building in which General Education programs are operated		

### Program Position #40 - Proposed Program

*Operator:* Intermediate Unit

**PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 15, 2018***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	10	1
Justification: Age range deemed appropriate by the IEP team and justified in the IEP				
Locations:				
Dover Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #41 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 13, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 13	6	0.75
Justification: Age range deemed appropriate by the IEP team and justified in the IEP				
Locations:				
Weigelstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 13	2	0.25
Justification: Age range deemed appropriate by the IEP team and justified in the IEP				
Locations:				
Weigelstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Learning Support Assistant	Leib Elementary	1
Learning Support Assistant	Weigelstown	1
Learning Support Assistant	Weigelstown	1
Learning Support Assistant	North Salem Elementary	1
Learning Support Assistant	North Salem Elementary	1
Learning Support Assistant	Dover Elementary	1
Learning Support Assistant	Dover Intermediate	1
Learning Support Assistant	Dover Intermediate	1





	School	
Personal Care Assistant	Weigelstown Elementary School	0.5
Personal Care Assistant	Weigelstown Elementary School	0.5
Autistic Support Assistant	Weigelstown Elementary School	1
Autistic Support Assistant	Weigelstown Elementary School	0.5
Autistic Support Assistant	Weigelstown Elementary School	0.5
Autistic Support Assistant	Weigelstown Elementary School	0.5
Autistic Support Assistant	Weigelstown Elementary School	0.5
Learning Support Assistant	Leib Elementary	0.5
Life Skills Support Assistant	Dover Intermediate	0.5

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Psychologists	Intermediate Unit	84 Hours
Audiologist	Intermediate Unit	10 Minutes
Occupational Therapist	Intermediate Unit	25 Hours
Physical Therapist	Intermediate Unit	5 Hours
ASD Consult Team	Intermediate Unit	10 Minutes
Assistive Technology Specialist TAC	Intermediate Unit	5 Minutes
Program Supervisors	Intermediate Unit	5 Hours
Instructional Advisors	Intermediate Unit	18 Hours
Social Workers in Therapeutic Emotional Support Classes	Intermediate Unit	70 Hours
Paraprofessional Supports in Neurological Support Classes	Intermediate Unit	175 Hours
Paraprofessional Supports in Emotional Supports Classes	Intermediate Unit	140 Hours
Paraprofessional Supports in Therapeutic Emotional	Intermediate	140 Hours

Support Classes	Unit	
Paraprofessional Supports in Vision Support Class	Intermediate Unit	70 Hours



# Needs Assessment

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## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

#### Patterns of School Accomplishments:

K-12 Diagnostic and Benchmark Assessments

Standards aligned curriculum

Use of instructional best practices

Use of data to drive instruction

PBIS in all buildings

#### Patterns of School Challenges:

*Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate.*

*Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission.*

*Establish a system within the school that fully ensures consistent implementation of standards-aligned curricula across all classrooms for all students.*

## District Accomplishments

### Accomplishment #1:

Curriculum Development/Standards Aligned

### Accomplishment #2:

Social Emotional Awareness/ Focus on Mental Health

### Accomplishment #3:

Professional Development - Aligned to Goals and Initiatives

**Accomplishment #4:**

Districtwide PBIS

**Accomplishment #5:**

Use of data to drive decisions/Access to data

**Accomplishment #6:**

Unity Council/Diversity

**Accomplishment #7:**

Fiscal Responsibility

**Accomplishment #8:**

Facilities Management/Building Projects

**Accomplishment #9:**

STEM/Career programs

**District Concerns****Concern #1:**

K-12 Math Support

**Concern #2:**

Focused Initiatives and Implementation

**Concern #3:**

District and Building Level Culture and Climate/Family Engagement

**Concern #4:**

Equity across all buildings

**Concern #5:**

Building schedules (instructional blocks K-12)

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*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:**

K-12 Math Support

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Focused Initiatives and Implementation

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Equity across all buildings

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Building schedules (instructional blocks K-12)

**Systemic Challenge #2** (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Aligned Concerns:**

K-12 Math Support

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Focused Initiatives and Implementation

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Building schedules (instructional blocks K-12)

**Systemic Challenge #3** (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

District and Building Level Culture and Climate/Family Engagement

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Equity across all buildings

**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.

**Aligned Concerns:**

Focused Initiatives and Implementation

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

**Aligned Concerns:**

K-12 Math Support

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Focused Initiatives and Implementation

**Systemic Challenge #6** (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Aligned Concerns:**

K-12 Math Support

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Focused Initiatives and Implementation

**Systemic Challenge #7** (*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.

**Aligned Concerns:**

K-12 Math Support

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Focused Initiatives and Implementation

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Building schedules (instructional blocks K-12)



# District Level Plan

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## Action Plans

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

### Related Challenges:

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

### Indicators of Effectiveness:

Type: Annual

Data Source: Informal and Formal Observations 2020-2023

Specific Targets: 100% of staff will receive formal and informal observations each school year.

Type: Annual

Data Source: PSSA, Keystone, Assessments 2021-2023

Specific Targets: Students will show a minimum of 2% per year increase in achievement / growth from the previous year's data.

Type: Interim

Data Source: Professional Development 2021-2023

Specific Targets: Students will show a minimum of 2% per year increase in achievement / growth from the previous year's data.

### Strategies:

*Teacher Evaluation Tool*

**Description:**

All teachers will be evaluated using the Danielson Framework and PDE 82-1.

**2013 Framework for Teaching Evaluation Instruction** by Charlotte Danielson

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:

<https://danielsongroup.org/framework/>

***Learning About Teaching – The MET Project*** (Measures of Effective Teaching) 2009

The public debate over measuring teacher effectiveness usually portrays only two options: the status quo (where there is no meaningful feedback for teachers) and a seemingly extreme world where tests scores alone determine a teacher's fate. Our results suggest that's a false choice. Reinventing the way we evaluate and develop teachers will eventually require new infrastructure, perhaps using digital video to connect teachers with instructional coaches, supervisors and their peers. However, there are some obvious places to start now:

- working with teachers to develop accurate lists of the students in their care, so that value-added data are as accurate as possible;
- using confidential surveys to collect student feedback on specific aspects of a teacher's practice (which could reach virtually every classroom, including those in non-tested grades and subjects);
- retraining principals and instructional coaches to do classroom observations in a more meaningful way; and
- delivering such data in a timely way to school principals and teachers

[http://www.metproject.org/downloads/Preliminary\\_Findings-Research\\_Paper.pdf](http://www.metproject.org/downloads/Preliminary_Findings-Research_Paper.pdf)

**SAS Alignment:** Instruction

## *Formal and Informal Observations*

### **Description:**

Administrators will conduct formal and informal observations to improve professional practice.

**Approaches to Evaluating Teacher Effectiveness: A Research Synthesis**, Laura Goe Ph.D., Courtney Bell Ph.D., and Olivia Little. 2008 National Comprehensive Center for Teacher Quality, sponsored under government cooperative agreement number S283B05001. The research synthesis examines how teacher effectiveness is currently measured. By evaluating the research on teacher effectiveness and the different instruments used to measure it, this research synthesis contributes to the discussion of appropriate rigor and relevance of measures for different purposes.

<http://www.gtlcenter.org/sites/default/files/docs/EvaluatingTeacherEffectiveness.pdf>

**SAS Alignment:** Instruction

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

#### *Danielson's Framework for Teaching*

### **Description:**

All teachers will apply the 22 indicators of the Framework for teaching.

**Start Date:** 9/5/2021    **End Date:** 6/28/2023

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

### **Supported Strategies:**

- Teacher Evaluation Tool
- Formal and Informal Observations

#### *Walk-Throughs*

### **Description:**



DASD will conduct district walk throughs to monitor progress of buildings' implementation of district initiatives.

**Start Date:** 9/5/2020    **End Date:** 6/28/2021

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

**Supported Strategies:**

- Teacher Evaluation Tool
- Formal and Informal Observations

### *Professional Development Focused Three-Year Cycle*

**Description:**

Develop a multi-year professional development schedule that supports the implementation of the District's goals to include online, face-to-face, workshops, and team opportunities.

**Start Date:** 9/1/2020    **End Date:** 6/28/2023

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

**Supported Strategies:**

- Teacher Evaluation Tool
- Formal and Informal Observations

### *Assessment Development Year 1*

**Description:**

The Dover Area School District will work collaboratively with teachers and administrators to develop and implement the use of common assessments for all core subjects. [www.pdesas.org](http://www.pdesas.org)

**Start Date:** 9/5/2016    **End Date:** 6/30/2021

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

**Supported Strategies:**

- Teacher Evaluation Tool
- Formal and Informal Observations

*Assessment Development Year 2***Description:**

The Dover Area School District will work collaboratively with teachers and administrators to develop and implement the use of common assessments. [www.pdesas.org](http://www.pdesas.org)

**Start Date:** 9/5/2022    **End Date:** 6/30/2023

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

**Supported Strategies:**

- Teacher Evaluation Tool
- Formal and Informal Observations

*Assessment Revision***Description:**

DASD will revisit and revise ELA and math assessments to ensure 100% alignment to PA Core. [www.pdesas.org](http://www.pdesas.org)

**Start Date:** 9/5/2022    **End Date:** 6/30/2023

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

**Supported Strategies:**

- Teacher Evaluation Tool
- Formal and Informal Observations

## *Closing The Achievement Gap*

### **Description:**

Both elementary and secondary schools will implement the multi tiered system of support to close the achievement gap. Student performance will increase by 3% per year.

**Start Date:** 9/5/2020    **End Date:** 6/30/2023

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

### **Supported Strategies:**

- Teacher Evaluation Tool
- Formal and Informal Observations

**Goal #2:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

### **Related Challenges:**

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

### **Indicators of Effectiveness:**

Type: Annual

Data Source: Standards Aligned System

Specific Targets: 100% of staff will utilize curriculum maps aligned to all content areas by the end of the 2017-18 school year.

Type: Annual

Data Source: Standards Aligned System

Specific Targets: 100% of staff will use common formative assessments to monitor and adjust instruction.

Type: Interim

Data Source: Professional Development Feedback Surveys

Specific Targets: DASD and Professional Learning Communities will implement real time PD for 100% of staff.

Type: Interim

Data Source: Study Island Benchmarks

Specific Targets: DASD will achieve a 8% to 10% growth at each performance level in assessed subject areas.

## ***Strategies:***

### *Curriculum Mapping*

#### **Description:**

Curriculum maps will be developed by core teams of teachers in science, social studies, and other related subjects.

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research;>

The following link provides an overview of curriculum mapping:  
<http://schools.nyc.gov/NR/ronlyres/8B97628C-7280-4ECA-AE29-F86F62A537E5/0/CurriculumMapping101.pdf>

*Mapping The Big Picture: Integrating Curriculum And Assessment K-12*, Heidi Hayes Jacobs 1997.

*Getting Results with Curriculum Mapping*. Heidi Hayes Jacobs, 2005.

Standards Aligned System (SAS) Alignment: Standards, Materials, and Resources

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

## *Common Assessments*

### **Description:**

Core teams of teachers will create common formative assessments to inform instruction.

What Works Clearinghouse (WWC) reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice.

<http://ies.ed.gov/wwc/pdf/practice.guides>

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessment.

[http://edu.gov.on.ca/eng/kiteracynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://edu.gov.on.ca/eng/kiteracynumeracy/inspire/research/Teacher_Moderation.pdf)

*Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning*, Mike Schmoker 2006.

Standards Aligned System (SAS) Alignment: Assessments and Fidelity Implementation Review and Support Tool (FIRST)

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### *Core-Aligned Assessments*

**Description:**

The district will develop an assessment calendar and administer PA Core-aligned assessments to all students in grades 3-8 and those enrolled in Keystone courses. These assessments will provide diagnostic and benchmark data to inform instructional practices and provide data to identify gaps in curriculum.

[www.pdesas.org](http://www.pdesas.org)

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### *Implementation Steps:*

#### *Assessment Development Year 1*

**Description:**

The Dover Area School District will work collaboratively with teachers and administrators to develop and implement the use of common assessments for all core subjects. [www.pdesas.org](http://www.pdesas.org)

**Start Date:** 9/5/2016      **End Date:** 6/30/2021

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

**Supported Strategies:**

- Common Assessments

## *Assessment Development Year 2*

### **Description:**

The Dover Area School District will work collaboratively with teachers and administrators to develop and implement the use of common assessments. [www.pdesas.org](http://www.pdesas.org)

**Start Date:** 9/5/2022    **End Date:** 6/30/2023

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

### **Supported Strategies:**

- Common Assessments

## *Curriculum Revisions*

### **Description:**

DASD will revisit and revise ELA and math curriculum maps to ensure 100% alignment to PA Core. [www.pdesas.org](http://www.pdesas.org)

**Start Date:** 9/5/2020    **End Date:** 6/30/2023

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

### **Supported Strategies:**

- Curriculum Mapping

## *Assessment Revision*

### **Description:**

DASD will revisit and revise ELA and math assessments to ensure 100% alignment to PA Core. [www.pdesas.org](http://www.pdesas.org)

**Start Date:** 9/5/2022    **End Date:** 6/30/2023

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

**Supported Strategies:**

- Common Assessments

### *Closing The Achievement Gap*

**Description:**

Both elementary and secondary schools will implement the multi tiered system of support to close the achievement gap. Student performance will increase by 3% per year.

**Start Date:** 9/5/2020    **End Date:** 6/30/2023

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

**Supported Strategies:**

- Core-Aligned Assessments

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

**Related Challenges:**

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

**Indicators of Effectiveness:**

Type: Annual



Data Source: Positive Behavior Interventions and Supports

Specific Targets: There will be a 5% to 10% increase in positive climate and culture each year as report from surveys.

Type: Annual

Data Source: Surveys

Specific Targets: An independent research firm will be utilized to conduct surveys of all stakeholders focusing on academics, communication, climate, and culture.

Type: Annual

Data Source: Student Information System

Specific Targets: 100% of parents and staff are provided log-ins, and there will be a 10% increase in two-way communication each year.

Type: Interim

Data Source: DASD Outreach

Specific Targets: Monthly public committee meetings will address, review, and/or revise the comprehensive plan.

### ***Strategies:***

#### ***Positive Behavior Interventions and Supports (PBIS)***

##### **Description:**

PBIS is being implemented districtwide at DASD. A core team representing all buildings met during the summer of 2015 to develop common values and establish indicators of positive behaviors.

**Is School-wide Positive Behavior Support an Evidence-based Practice?** Robert H. Horner, George Sugai, and Timothy Lewis, April, 2015

A major focus for current policy and systems change efforts in education and mental health is the extent to which states are investing in practices and procedures that are supported by rigorous research evidence. Evidence-based practices have been demonstrated in formal research studies to be related to valued outcomes for children and their families.

A reasonable question is if School-wide Positive Behavior Interventions and Supports (PBIS) is an evidence-based practice. The purpose of this document is to lay out the current evidence assessing SWPBIS and the considerations that may be relevant for state, district and national decision-makers.

[www.pbis.org/research](http://www.pbis.org/research)

**SAS Alignment:** Safe and Supportive Schools, Instruction

### *Home-School Communication*

**Description:**

DASD will implement the use of a new Student Information System for the start of the 2016-17 school year.

The findings of a meta-analysis of home school communication research, **A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement**, by Anne T. Henderson & Karen L. Mapp, 2002.

When schools build partnerships with families that respond to their concerns and honor their contributions, they are successful in sustaining connections that are aimed at improving student achievement.

[www.sedl.org/connections/resources/evidence.pdf](http://www.sedl.org/connections/resources/evidence.pdf)

**Skyward Student Information System** is currently used in 1,800 districts, serving over 6 million students, and in operation for 35 years. It allows for open communication between school and home while reducing operating costs and increasing efficiency.

[www.skyward.com](http://www.skyward.com)

**SAS Alignment:** Safe and Supportive Schools

## *Family, Community, and School Partnerships*

### **Description:**

DASD believes that the school is the hub of the community. It will actively engage the community through various school-based events and conduct Customer Satisfaction Surveys to measure success.

**Parent, Family, Community Involvement in Education**, NEA President Dennis Van Roekel, 2008

Parents, families, educators and communities, there's no better partnership to assure that all students pre-K- to high school have the support and resources they need to succeed in school and in life.

[http://www.nea.org/assets/docs/PB11\\_ParentInvolvement08.pdf](http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf)

### **MetLife Survey of the American Teacher**

MetLife sponsored and Harris Interactive conducted the annual Survey of the American Teacher from 1984 through 2012 to share the voices of teachers and others close to the classroom with educators, policy makers and the public. Over that period, the Survey findings also informed MetLife Foundation's support for education.

- ***The MetLife Survey of the American Teacher: Teachers, Parents and the Economy*** 2011
- ***The MetLife Survey of the American Teacher: Past, Present and Future*** 2008
- ***The MetLife Survey of the American Teacher, 2004-2005, Transitions and the Role of Supportive Relationships***
- ***The MetLife Survey of the American Teacher, 2003, An Examination of School Leadership***
- ***The MetLife Survey of the American Teacher, 2002, Student Life – School, Home and Community***

[www.metlife.com/metlife-foundation/about/survey-american-teacher.html](http://www.metlife.com/metlife-foundation/about/survey-american-teacher.html)

**Family-School-Community Partnerships 2.0**, National Education Association (NEA), 2011

NEA's core belief is that all students deserve great public schools. And these dedicated individuals embody the spirit of partnership and collaboration between educators, parents, and community leaders that is critical to student success.

<http://www.nea.org/assets/docs/Family-School-Community-Partnerships-2.0.pdf>

**What Research Says About Family-School-Community Partnerships**, National Center for Student Engagement (NCSE), 2012

The Epstein model of Six Types of Involvement provides a framework to review research that ties family and community involvement in schools to positive student outcomes. Developed by Joyce Epstein, PhD, of Johns Hopkins University, this research-based model emphasizes the importance of recognizing three overlapping spheres of influence on student development.

[http://www.ndpc-sd.org/documents/2012ITS/family\\_school\\_community\\_partnerships.pdf](http://www.ndpc-sd.org/documents/2012ITS/family_school_community_partnerships.pdf)

**SAS Alignment:** Safe and Supportive Schools

***Implementation Steps:***

*DASD Implementation of Positive Behavioral Interventions and Supports (PBIS)*

**Description:**

PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success.

**Start Date:** 9/5/2020      **End Date:** 6/30/2023

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

**Supported Strategies:**

- Positive Behavior Interventions and Supports (PBIS)

*Unity Council***Description:**

DASD will implement a district wide Unity Council and each building will establish a building level council

**Start Date:** 9/5/2020    **End Date:** 6/30/2023

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

**Supported Strategies:**

- Positive Behavior Interventions and Supports (PBIS)
- Home-School Communication
- Family, Community, and School Partnerships

*District Building and Grade Level Reconfiguration***Description:**

DASD will reconfigure school buildings (grade spans and attendance zones) to maximize the opportunity to develop a culture for learning and accommodate population growth due to new developments.

**Start Date:** 9/5/2020    **End Date:** 6/30/2021

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

- Family, Community, and School Partnerships

*Data-Driven Decision Making*

**Description:**

Staff will use data to make decisions and drive instruction. Access to data through a variety of tools. Analysis of student achievement data will be used to revise curriculum documents and pacing.

**Start Date:** 9/5/2021    **End Date:** 6/30/2023

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

**Supported Strategies:**

- Family, Community, and School Partnerships

*Trauma Informed Classroom Training***Description:**

There will be training for staff on an **annual basis**.

**Start Date:** 9/5/2020    **End Date:** 6/30/2023

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

**Supported Strategies:**

- Positive Behavior Interventions and Supports (PBIS)
- Home-School Communication
- Family, Community, and School Partnerships

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Dover Area SD.*

# District Level Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*



# Special Education Affirmations

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

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

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

**Affirmed by Nathan Eifert on 4/17/2019**

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*Board President*

**Affirmed by Tracy Krum on 4/18/2019**

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*Superintendent/Chief Executive Officer*