

Hampton Township SD

District Level Plan

07/01/2020 - 06/30/2023

Planning Committee

Planning Committee

Name	Role
Dr. Rebecca Cunningham	Administrator : Professional Education Special Education
Dr. Marguerite Imbarlina	Administrator : Professional Education Special Education
Dr. Michael Loughead	Administrator : Professional Education Special Education
Dr. Ed McKaveney	Administrator : Professional Education
Dr. Jackie Removcik	Administrator : Professional Education
Dr. Michael Silbaugh	Administrator : Special Education
Dr. Laurie Tocci	Administrator : Special Education
Christopher Andrews	Business Representative : Professional Education Special Education
John Madia	Business Representative : Professional Education
Mary Alice Hennessey	Community Representative : Professional Education
Pam Lamagna	Community Representative : Professional Education
Andrew Halter	Ed Specialist - Instructional Technology : Professional Education
Melissa Evans	Ed Specialist - Other : Professional Education
Dina Dunmire	Elementary School Teacher - Regular Education : Professional Education
Wendi Hunter	Elementary School Teacher - Regular Education : Professional Education
Kylee Harding	Elementary School Teacher - Special Education : Special Education
Amy Leya	High School Teacher - Regular Education : Professional Education Special Education
Amy Faith	High School Teacher - Special Education : Professional Education Special Education
Michelle Hurst	Middle School Teacher - Regular Education : Professional Education
Dr. Melissa Survinski	Middle School Teacher - Regular Education : Professional Education

Amy Holtz	Middle School Teacher - Special Education : Special Education
Lisa Easley	Parent : Professional Education
Ana Hughes	Parent : Professional Education Special Education
Sharon Smith	Special Education Director/Specialist : Professional Education Special Education
Dr. John Thornton	Student Services Director/Specialist : Professional Education Special Education

Core Foundations

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 district will continue to use data from benchmark and state assessments to assure continued growth in student achievement. Additionally, the curriculum will be adjusted and refined to meet the instructional needs of students.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEl	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X		X
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	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

Although the district has not implemented a formal School-Wide Positive Behavior Program at the High School level, there are programs within the building that proactively address student behavior expectations and needs.

Although not a formal program at the Middle School level, the administrators and staff initiate peer assistance based on the individual needs of students.

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.)

In addition to following Chapter 16 State Regulations, the District utilizes a local publication and the District website to describe the process for acquiring gifted/enrichment services. Enrichment services are outlined in each building's student handbook. Additionally, enrichment opportunities are made available to students and families through weekly emails (elementary), newsletters, announcements, and the website.

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

Data teams, consisting of building and district level members, review the universal screening data in math and reading completed three times per year at the elementary and middle school levels to identify high achieving students. Additional data reviewed for high school students include PSAT (mandatory for 10th and 11th graders and paid for by the district), out-of-level math testing, PSSA/Keystone data, and other teacher input on student progress. Instructionally, teachers engage in formative assessments to adjust instructional pacing for high achieving students.

When data indicate a need for further assessment, the Enrichment Facilitator will work with the building team and parent to best determine what next steps are indicated.

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

Following analysis of universal screening data and local/state data, the building's Enrichment Facilitator works with the student's team and parents to determine an appropriate course. Options range from individual assessment, classroom adjustments, consultation with the Enrichment Facilitator, schedule changes, pacing/level adjustments to content, or other enrichment and acceleration options. The two-pronged criteria of eligibility and need for specially designed instruction are considered by the team in addition to cognitive and academic achievement scores, local assessment data, classroom performance, and teacher recommendation.

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.

By working with and through general education, all students, as so indicated by their data, can access subject acceleration, demonstration of proficiency, small group enrichment in a topic, competitions, grade acceleration, early graduation, adjusted school day, access to internships/apprenticeships, and online coursework.

Developmental Services

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

Explanation of developmental services:

The High School utilizes targeted screening for students who are not proficient or predicted to be proficient on state assessments. The data from the benchmark assessment is used to determine placement in academic support in math, ELA, or biology.

Diagnostic, Intervention and Referral Services

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

Student Assistance Program	X	X	X	X
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Explanation of diagnostic, intervention and referral services:

All diagnostic, intervention and referral services are included.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
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:

An alternative education program is not offered in the District. When a student requires an alternative education environment, the District will engage a local alternative education provider.

Communication of Educational Opportunities

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

School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

The RtII process is followed in K-8 with monthly data team meetings to review student data. Student Assistance Program meetings take place at the elementary, middle and high school levels, and monthly child study meetings occur at the middle and high school level to provide ongoing communication and coordination of services.

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 district psychologist and coordinator of special education serve as liaisons for all infant and toddler and preschool early intervention programs.

The district does not host any pre-kindergarten programs. The school district, in coordination with the local YMCA, offer before and after school programs. Communication regarding these programs are shared via the district website, informational flyers, and through communication at each building level.

Youth workforce development programs are incorporated throughout the district's gifted/enrichment programs and through the counseling department at the middle and high school. All schools utilize Naviance, a web-based career and college application system. This platform allows students the opportunity to research various careers and colleges, to develop a better understanding of post-secondary requirements, and to maintain a portfolio of career interests, aptitudes, goals for post-secondary experiences.

Before and/or after school tutoring programs are available at all levels and are provided by district personnel. Peer tutoring takes place across all settings, as decided by parents and district personnel. The National Honor Society students at the high school level provide tutoring for students of all ages in the district.

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.

The district psychologist and coordinator of special education are liaisons and oversee the management and programming of preschool children with disabilities who attend an APS or AIU 3 center. In addition, they manage all incoming students who participate in the AIU DART program. The administration attends all IEPs meetings, when invited, and schedules, in collaboration with AIU personnel, the annual parent DART meeting that explains the process for children transitioning to school-age. District personnel conducts observations of students in the preschool programs in order to obtain a clear understanding of the child's needs and disability.

Core Foundations

Professional Education

Characteristics

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

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

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

The District's six professional development days and 20 additional hours of extended day time create the opportunity for professional growth. The District funds opportunities for external conferences and workshops. There is also the possibility of using a snow day annually for the

purpose of providing four additional hours of online professional development. Several of the District's teachers attend professional development through the Allegheny Intermediate Unit. In addition, the District affords all administrators yearly opportunities to national conferences.

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

All strategies are in place.

Professional Development

Hampton Township SD Professional Development

Title:	Innovative Instructional Practices Professional Development
Description	<p>This is the third year of implementation with the district's one-to-one initiative. Over the past few years, the District has adopted district goals centered around deeper learning such as strengthening curricular and instructional practices to support innovative teaching and learning, with a focus on building collaboration, communication, critical thinking, and creative problem-solving skills.</p> <p>As such, the District maintains its commitment to provide professional development centered around deeper learning and using technology to support deeper learning. The District is committed to increasing teachers' capacity to provide these opportunities and will do so by offering several different types of professional development anchored around this over the next few years. During the course of the next school years, the District will continue to provide training around innovative instructional practices supportive of deeper learning. The District provides for this by offering an in-house innovation professional development day annually, where teachers can self-select the innovation sessions they wish to attend. The District is currently partnering with the CREATE Lab and the Consortium for Public Education to work with groups of teacher cohorts to focus on deeper learning experiences. Additionally, the District provides continued instructional coaching and support for teachers through the on-going professional development sessions offered by the District's instructional coaches.</p> <p>Evidence of implementation is district professional development agendas, lunch and learn agendas, and extended day agendas.</p>

Person Responsible	Director of Curriculum, Instruction and Assessment & Building Principals
Start Date:	9/2/2019
End Date:	6/4/2021
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology
Hours Per Session	2.0
# of Sessions:	24
# of Participants Per Session:	25
Provider:	HTSD teachers showcasing innovative practices through different sessions, AIU TransformEd, Consortium for Public Education, CREATE Lab and District instructional coaches
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	<ul style="list-style-type: none"> • Teachers will identify and create opportunities for students to engage in deeper learning experiences such as rigorous project-based learning, inquiry-based learning, student-centered design, and interdisciplinary thematic understandings. • Teachers will use technology as a tool to empower deeper learning through academic rigor, creative communications, innovative design processes, and a global perspective.
Research & Best Practices Base:	<p>Boss, S. & Lamer, J. <i>Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences</i>. Alexandria, VA: ASCD.</p> <p>Project RED Research</p> <p>November, A. (2012). <i>Who Owns the Learning?</i> Bloomington, IN: Solution Tree Press.</p>
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

	<ul style="list-style-type: none"> • Empowers educators to work effectively with parents and community partners.
<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
<p>Training Format:</p>	<ul style="list-style-type: none"> • Series of Workshops • Department Focused Presentation • Online-Asynchronous • Professional Learning Communities
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • New Staff • Other educational specialists • Related Service Personnel
<p>Grade Levels:</p>	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
<p>Follow-up Activities:</p>	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles

	<ul style="list-style-type: none">• Peer-to-peer lesson discussion
Evaluation Methods:	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Standardized student assessment data other than the PSSA• Classroom student assessment data• Participant survey• Review of participant lesson plans

Hampton Township SD Professional Development

Title:	Continued Understanding by Design (UbD) implementation and standards alignment
Description	<p>The district continues to focus on strengthening curricular and instructional practices, using the UbD framework to assist with that process. Over the past several years, the district has implemented UbD in an effort to enhance learning by providing opportunities for teachers to think purposefully about curricular planning and instructional design. The UbD framework assists this process without offering a rigid process and allows for teachers to focus on the development and deepening of student understanding and transfer of learning</p> <p>Both professional development days and extended days have been and will continue to be dedicated to continued UbD work. Curriculum work days are scheduled with different departments and grade levels accordingly, with a focus on aligning unit development to the standards. Teachers and administrators will continue to review and provide feedback to units.</p> <p>Evidence of implementation will consist of professional development agenda days, extended day agendas, and completed and revised UbD units for grade levels and courses.</p>
Person Responsible	Director of Curriculum, Instruction and Assessment & Building Principals
Start Date:	8/23/2019
End Date:	6/9/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Hours Per Session	2.0
# of Sessions:	16
# of Participants Per Session:	15
Provider:	HTSD Teachers (Department Chairs), Curriculum Leaders, Building Principals and Director of Curriculum, Instruction and Assessment
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Participants will be able to review and revise their units to assure alignment of assessments and learning activities to the identified learning goals.
Research & Best Practices Base:	<p>McTighe, J., & Wiggins, G. (2012). <i>Introduction: What is the UbD Framework?</i> [White Paper]. Retrieved June 3, 2019 from https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf</p> <p>McTighe, J., & Wiggins, G. (2013). <i>Essential Questions: Opening Doors to Student Understanding</i>. Alexandria, VA: ASCD.</p> <p>McTighe, J., & Wiggins, G. (2004). <i>Understanding by Design: Professional Development Workbook</i>. Alexandria, VA: ASCD.</p> <p>McTighe, J., & Wiggins, G. (2012). <i>The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units</i>. Alexandria, VA: ASCD.</p>
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

	<ul style="list-style-type: none"> • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • School Whole Group Presentation • Department Focused Presentation • Professional Learning Communities
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • New Staff • Other educational specialists
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
1/20/2019 District Wide Training during Professional Development Day and Extended Days
The LEA plans to conduct the required training on approximately:
1/24/2022 District Wide Training during Professional Development Time

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

Questions
The LEA has conducted the training on:
4/20/2017 District Wide Training during Extended Days
The LEA plans to conduct the training on approximately:
4/19/2024 District Wide Training during Extended Days

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

The academic leadership team works to plan and provide relevant experiences for teachers and staff. Additionally, professional development surveys are administered periodically to solicit feedback and suggestions in planning future professional development sessions. The district works with principals, department heads, department liaisons and curriculum leaders to identify needs and to customize professional development experiences to the needs of specific grade levels and departments.

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

All strategies are selected.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

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

A formalized program exists that requires attendance at after school sessions to provide the above listed information. All new teachers are assigned a veteran teacher who is compensated for the time and responsibilities of mentoring a new employee. In addition, a four day new teacher orientation program exists before the start of the school year. During the induction sessions and new teacher orientation program, these characteristics area addressed with new teachers. Mentor teachers provide additional expertise and insight as well.

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

All strategies were selected.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

The Supervision/Evaluation Plan identifies strategies listed above.

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

All strategies were selected.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

Our mentors are compensated for the additional time and responsibilities. This helps to ensure consistent and ongoing support for the new teacher. Prior to the start of the school year inductees and mentors are in-serviced on Hampton Township School District's policies and procedures.

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

All strategies were selected.

Induction Program Timeline

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

If necessary, provide further explanation.

New teacher orientation includes a session on the Hampton Township School District's philosophy, mission and vision.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

All new teachers are required to compile a portfolio that is reviewed and approved by administrators. In addition, a survey of all after-school induction sessions is provided to participants. New teachers are formally evaluated a minimum of four times per year and walk-throughs are conducted frequently.

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.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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