

Frazier SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

142 Constitution St
 Perryopolis, PA 15473
 (724)736-1100
 Superintendent: William Henderson
 Director of Special Education: Billi Huffman

Planning Process

The district administrators will attend an IU1 training session that introduces the Comprehensive Planning process. The district will name a chairperson to the comprehensive planning process. Comprehensive Planning District level committee will be established with administrative, school board, faculty, coach/mentors, program and support personnel, parent and community representatives. Meetings will take place at least monthly and as needed. The necessary Professional Education and Special Education sub-committees will also be created at the onset of this planning process. The sub-committees will each have a chairperson named (district administrator) and will meet monthly or as necessary.

Meetings began with the administrative team in November 2017. The meetings were designed as planning meetings to conduct student, parent and staff Needs Assessment Surveys. Letters were also created and sent home to everyone in the District. The information was also posted on the Frazier School District website. The meetings took place in the Frazier School District Administration Buildings and the Middle School.

Surveys were created and distributed to student, teachers, parents, administrators and were collected and analyzed during the months of February and March of 2018. Assignments were given for the writing of each of the individual plans with the Comprehensive Plan. The administrative team completed the District Profile Questions, core Foundation Questions, and Policy and Procedural Assurances. Meetings occurred through the end of February 2018 for completion of the Professional Education Plan, Teacher Induction Plan, Student Services Plan and the Kindergarten Program Implementation Plan.

William Henderson ,Superintendent coordinated all of the components of the Comprehensive Planning process. Jason Pappas,High School Principal, and Ms. Kelly Muic Lombard were responsible for the Professional Education Plan and Teacher Induction Plan. Mr. Michael Turek, Middle School Principal was responsible for the Pre-Kindergarten Program Implementation Plan. Ms. Billi Jo Huffman, Director of Special Education, will be responsible for the Gifted Plan.

Billi Jo Huffman, Director of Special Education assured responsibility for the Special Education Plan. The plan was written from November 2017-September 15, 2018. It was reviewed by committee members . It was shared with the Frazier Board of School Directors at the September 17, 2018 School Board Meeting. The plan was shared with the public for 28 days on the Frazier School District's website for comment and review. The plan was sent to the Department of Education prior by November 30, 2018.

As each of the subsequent plans were completed, the completed plans were reviewed by Committee members and submitted to the School Board for approval. The plans were then mailed to the Pennsylvania Department of Education (PDE) prior to the November 2018 deadline.

In conclusion, a link on the Frazier School District web site has been created for everyone to access each of the plans as needed. The cycle for review will begin again during the 2021-2022 school year for the three plans. For all of the other plans, a midpoint review will occur at this point.

November 2017	Complete Needs Assessments; Begin the Completion of District Profile Questions, Core Foundation Questions, and Policy and Procedural Assurances.
November 2017	Completion of District Profile Questions, Core Foundation Questions and Policy and Procedural Assurances.
June 2018	Completion and Submission of the Special Education Plan to the Frazier Board of School Directors; Administration of Faculty Surveys for the Professional Education Plan and Teacher Induction Plan.
May 2018	Approval of the Special Education Plan by the Frazier Board of School Directors.
January – August 2018	Creation and completion of the Professional Education Plan, Teacher Induction Plan, Student Services Plan and Gifted Plan. Creation and Completion of the Pre-Kindergarten Program Implementation Plan.
September 2018	Review of the Professional Education Plan, Teacher Induction Plan, Students Services Plan, and Gifted Plan. Review by the Committee of the Pre-Kindergarten Program Implementation Plan.
September 2018	Presentation of the Professional Education Plan, Teacher Induction Plan, Students Services Plan and Gifted Plan to the Frazier Board of School Directors. Presentation of the Pre-Kindergarten Program Implementation Plan to the Frazier Board of School Directors.
September-October 2018	Public Display of the Professional Education Plan, Teacher Induction Plan, Students Services Plan, Gifted Plan, and Pre-Kindergarten Program Implementation Plan for 28 days followed by Plan Submissions November 19, 2018 to PDE.

Mission Statement

The mission of the Frazier School District is to inspire and empower our students so that they can become lifelong learners who are respectful, responsible and productive citizens in a global society.

Vision Statement

The Frazier School District is committed to providing students with an academically rigorous curriculum while developing deeper learning competencies in all students. Frazier sets high expectations in support of students' efforts to strive to achieve academically and in the acquisition of the skills necessary for life success.

Shared Values

The Frazier School District Community believes that all students can learn and that the students should share in the responsibility for their own education. We also believe that our schools should model loyalty and integrity in a respectful, inclusive, and dynamic environment. All students are to be valued and serve a safe and encouraging place to grow and learn. We believe that the district has a responsibility to seek out and cultivate strong partnerships among students, faculty/staff, families, and community in an effort to strengthen the educational process and broaden well-rounded educational opportunities in collaboration with post-secondary institutions, businesses, and industry to create and sustain programs to prepare students to excel beyond high school. We believe that the physical facility of the school should reflect a strong sense of pride while providing the resources needed to carry out our mission. The district will operate in a fiscally responsible manner in order to continually maintain and improve both the physical plant and the educational programs. Fiscal decisions are effectively balanced so that the educational needs of the students are met.

Educational Community

Educational Community:

The Frazier School District is a rural school district located in Fayette County, in the Southwestern corner of Pennsylvania, approximately thirty-five miles south of Pittsburgh, Pennsylvania. The District is comprised of five separate municipalities: the Borough of Perryopolis, Perryopolis Township, Lower Tyrone Township, Jefferson Township, and the Borough of Newell. The district encompasses approximately 58.3 square miles with a population base of 8,631 residents.

At the present time, the District operates three separate schools: one elementary, a middle school, and high school. Enrollment at the present time is approximately 1,150 students and has remained fairly steady to slightly declining over the past decade. The staff consists of 80 teachers, 43 support personnel, and 7 administrators all working together to provide a quality education for all students.

Economic Status of our Community/Current and Projected Fiscal Status of the District:

The Frazier School District does not anticipate any significant residential growth in the near future. Although the potential for increased economic activity via the Marcellus Shale gas industry could impact the District in a positive way, the early indications do not show any major increases forthcoming. The District remains primarily rural in nature with no major industries and/or employers located, or planning to locate within the District's boundaries. Aside from the District itself, which is the largest local employer, the remaining employment base is comprised of small, light manufacturers and locally owned retail establishments. Most residents within the District live here, but work outside the District's boundaries. As a result, there does not appear to be any clear indication of employment or population growth within the District.

Finances:

The Frazier School District budgets and expends funds in accordance with procedures mandated by the Pennsylvania Department of Education. The annual operating budget is prepared by the Superintendent and Business Manager and submitted to the School Board for approval prior to the beginning of each fiscal year on July 1.

The revenue budget for fiscal 2018-2019 was slightly more than the final budget for 2017-2018. This increase represented a 2.18% increase in budgeted revenues over the prior year. The Board of Education approved the budget which required a .6153 millage increase in order to balance. With the millage increase, the budget was adopted as a balanced budget.

The real estate tax rate in the final budget for 2017-2018 is 18.0996 mills.

The Real Property Tax (excluding delinquent collections) will produce approximately 4,825,500 for 2017-2018 and \$5,165,000 in 2018-2019. The tax is levied on July 1 of each year. The tax bills are dated August 1, and taxpayers who remit within 60 days receive a 2% discount, and those who remit subsequent to 120 days (after November 30) are assessed a 10% penalty.

The Frazier School District Real Property Assessment Data is as follows 2018-2019:

Jefferson Township	\$ 74,409,430
Lower Tyrone Township	\$ 46,450,890
Newell Borough	\$ 15,930,770
Perry Township	\$ 90,869,430
Perryopolis Borough	<u>\$ 67,559,660</u>

TOTAL **\$295,220,180**

Source: Fayette County Board of Assessment

The largest employers include:

Frazier School District, Education

Save-A-Lot, Retail Grocery

Dollar General, Retail

Randall's Restaurant, Restaurant

Herr's, Snack Food Distribution Center

Perry Drug Store, Pharmacy/Retail

Perry Auto Auction, Wholesale Auto Auction

Linden Hall, Resort/Conference Center

Source: School District Officials

Commonwealth Aid to School District

Pennsylvania school districts receive financial assistance from the Commonwealth of Pennsylvania in a number of different forms, all subject to statutory provisions and annual appropriations by the Pennsylvania General Assembly. State law presently provides that the School District will receive reimbursement from the Commonwealth for a portion of debt service on the Bonds upon final approval of the Department of Education. Commonwealth reimbursement is based on the "Reimbursable Percentage" assigned to Bonds and the School District's Aid Ratio. The School District Aid Ratio for the 2018-2019 fiscal year was 68.04%.. The Aid Ratio is a function of the market value per weighted average daily membership of the School District relative to that of other school districts in the Commonwealth.

The eight largest functions in the Frazier School District include: instructional programs, instructional student support, administrative, operation and maintenance of facilities, pupil

transportation, student activities, community services, food service, as well as each program's net cost (total cost less revenues generated by activities). The following shows the net costs offset by the other unrestricted grants, subsidiaries, and contributions to show the remaining financial needs supported by local taxes and other miscellaneous revenues.

Organizational Resources

The Frazier School District relies on various organizational resources. Some of these resources available to the District include: the Intermediate Unit 1, Fayette County Drug and Alcohol Commission, Fayette County Behavioral Health, Private Industry Council of Westmoreland and Fayette Counties, Fay-Penn Economic Development Council, and several local colleges and universities.

Community Resources

The Frazier School District depends on various community resources, including: The Son's of Italy Social Society, Perryopolis Borough (Police, Fire, EMS, and Parks), PNC Bank, Perryopolis Historical Society, St. John the Baptist Roman Catholic Church, and Perryopolis Methodist Church.

Students We Serve

The Frazier School District services students at every level of the educational spectrum. We provide services for 38 Gifted Education students, as well as the approximate 12% of other students with special needs.

Opportunities We Offer Students

The Frazier School District offers the following opportunities to the students of the district:

- Academic Programs for all grades Pre-K through Grade 12
- After School Tutoring Programs
- Athletic Programs for boys and girls
- Before School and After School Care
- Frazier Digital Academy (cyber school education)
- Food and Nutritional Services
- Guidance Services
- Health Services
- Homebound Instruction

- Library Services for Elementary, Middle School, and High School
- Music Programs
- Protective Services
- Social and Behavioral Aids and Services
- Student Activities
- Student Assistance Programs (with teams in each District building)
- Summer Remediation Programs and Credit Recovery Programs
- Transition Services – Summer Readiness and Orientations
- Transportation Services

Opportunities the Community Offers Our Students

Students within the Frazier School District are provided with opportunities from the community through several local and county agencies. These agencies include: Head Start Programs, Private Industry Council, and the Caring Corner which are examples of a few of the community resources that offer opportunities to students from our District.

Community Perception

Overall, the Frazier School District is a deep rooted part of the community fabric within the towns and boroughs in the District. The residents have a deep sense of pride relative to the academic and athletic successes of the students. The perception is very positive and the residents gain deep satisfaction from the District's standing among the other school districts of Fayette County. The fact is that students of the Frazier School District are consistently at, or near the top of the list when comparing academic performance to the other districts in the county, based on achievement test scores. The relationship of the District with the communities it serves is positive and close knit.

Planning Committee

Name	Role
William Henderson	Administrator : Professional Education Special Education
Kevin Mildren	Administrator : Professional Education
Kelly Muic-Lombard	Administrator : Professional Education Special Education

Jason Pappas	Administrator : Professional Education Special Education
Michael Turek	Administrator : Professional Education Special Education
Matt Attinucci	Business Representative : Professional Education Schoolwide Plan
Vicki Olexa	Business Representative : Professional Education
Carrie Rishel	Community Representative : Professional Education
Stephen Whitehead	Community Representative : Professional Education
Cari Capozza	Ed Specialist - School Counselor : Professional Education
Shari Hohol	Ed Specialist - School Counselor : Professional Education
Alecia McClosky	Elementary School Teacher - Regular Education : Professional Education
Anne Stillwagon	Elementary School Teacher - Regular Education : Professional Education Special Education
Rachel Lindey	High School Teacher - Regular Education : Professional Education
Stacey Masneri	High School Teacher - Regular Education : Professional Education
Scott Hazelbaker	Instructional Technology Director/Specialist : Professional Education
Andrea Allen	Middle School Teacher - Regular Education : Professional Education Special Education
Teresa Brown	Middle School Teacher - Regular Education : Professional Education
Vicki Olexa	Parent : Professional Education
Tom Shetterly	Parent : Professional Education
Billi Jo Huffman	Special Education Director/Specialist : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Curriculum Mapping efforts are accomplished and developing the alignment towards local assessments for ELA and Math subject areas. We need extreme focus on developing our curriculum in all core content subjects in incorporating the rigor and relevance necessary to prepare our students for successful post-secondary outcomes. We do not utilize alternative academic standards.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished

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

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

Curriculum Mapping efforts are accomplished and developing the alignment towards local assessments for ELA and Math subject areas. We need extreme focus on developing our curriculum in all core content subjects in incorporating the rigor and relevance necessary to prepare our students for successful post-secondary outcomes. We do not utilize alternate academic standards.

Middle Level

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

Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	Accomplished
English Language Proficiency	Developing	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

We do not utilize alternative academic standards.

High School Level

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

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

We do not utilize alternative academic standards.

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

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

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

We consistently review and adapt our instruction according to changes at the state level and to meet the needs of our students.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

All curriculum characteristics will be monitored throughout the school year by building administrators through formal and informal observations and regular review of lesson plans.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

All curriculum characteristics will be monitored throughout the school year by building administrators through formal and informal observations and regular review of lesson plans.

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

This narrative is empty.

Middle Level

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

All curriculum characteristics will be monitored throughout the school year by building administrators through formal and informal observations and regular review of lesson plans.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

All curriculum characteristics will be monitored throughout the school year by building administrators through formal and informal observations and regular review of lesson plans.

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

This narrative is empty.

Modification and Accommodations

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

The Frazier School District ensures that all students, regardless of physical or mental abilities, have every opportunity to access and master a rigorous standards aligned curriculum through a number of vehicles. These vehicles include but are not limited to the special education process, 504 agreement plans, and gifted educational plans. In each of the assessments and the development of the associated plans, a multi-disciplinary team approach ensures that all of an individual student's needs and strengths are discussed and if agreed upon are included in their education plan. On a frequent basis, this team includes: educators, school administrators, psychologists, social workers, medical personnel (school

nurse, physical/ occupational therapists, hearing/ vision specialist, health care assistant), community providers (mental health, drug and alcohol therapists, children and youth, juvenile probation officers, foster care providers) and most importantly both the student and their parents/ guardians. Frazier School district also encourages every student's success and access through school staff training and planned parent/ guardian contact time periods in the daily school schedule.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

The Frazier School District utilizes the Teacher Effectiveness/ Differentiated Supervision to ensure standards aligned instruction and consistency between class-to-classroom; grade-to-grade; and subject-to-subject. For non-tenured instructors, two formal classroom observations are done annually. For tenured instructors, one formal classroom observation is conducted annually. Two instructional evaluations (one each semester) are conducted annually for non-tenured instructors and one instructional evaluation is conducted annually for tenured instructors. Multiple walkthroughs are done throughout the school year for both non-tenured and tenured instructors. Lesson plans are reviewed weekly by both building administrators and central office administration. The lesson plans are also a requirement prior to conducting announced and unannounced classroom observations. The building and district administration reserve the right to comment and provide feedback to classroom instructors regarding the weekly lesson plans that are submitted.

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

The Frazier School District is exploring the option of implementing a Differentiated Supervision Model.

Responsiveness to Student Needs

Elementary Education-Primary 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.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	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.

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.

The Frazier School District follows the guidelines prescribed by the Commonwealth of Pennsylvania and the Pennsylvania Department of Education. No teachers are hired without the required teaching certification from the Commonwealth of Pennsylvania.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	30.00	30.00	30.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	11.00	11.00	11.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Evaluation of Portfolios of Student Work	X	X	X	X
Keystone Exams				X
PASA		X	X	X
PSSA		X	X	X
Scientific Experiments				X
Textbook Assessments	X	X	X	X
Works of Art, Musical, Theatrical or Dance			X	X
Written Work by Students	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
LEA Mathematics Series	X	X	X	X

LEA Reading Series	X	X	X	X
STAR Enterprise	X	X	X	X
Study Island	X	X	X	
Textbook Assessments	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstration, performances, products and projects	X	X	X	X
Diagnostic Assessments	X	X	X	X
Evaluations of Portfolios of Student Work	X	X	X	X
Exit Tickets	X	X	X	X
Fitness Assessments		X	X	X
Progress Monitoring	X	X	X	X
Scientific Experiments		X	X	X
Textbook Assessment	X	X	X	X
Works of Art, Musical, Theatrical or Dance	X	X	X	X
Written Work by Students	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Adapted Physical Education Assessment	X	X	X	X
READ-180			X	X
Think Through Math			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	X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Currently no policy or procedure exists for the review of assessments.

Development and Validation of Local Assessments

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

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.

We adopt annually an assessment calendar for the Frazier School District. Each building administrator oversees the administration and collection of all assessments for their perspective buildings. Data from the assessments are recorded and analyzed at the classroom, building and District levels. The Assessment Coordinator for the Frazier School District meets weekly with the administrative team to review and share District assessment data. The elementary schools conduct weekly data team meetings to share building and classroom data. The middle school conducts bi-weekly team meetings to share and disseminate both building and classroom data. The high school guidance counselor shares and disseminates building and classroom data through small meetings and on Act 80 and In-Service Days held throughout the school year.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

At the elementary levels, Response to Instruction and Intervention is utilized to create skill groups for the purposes of remediation and mastery. Students are placed into Tiers based on data obtained from benchmark, formative, summative and diagnostic data collected. Once students have achieved or mastered a skill, the student is placed in new group for further attainment and mastery of skills needing remediated. At the middle school, remedial groups are formed from the bi-weekly team meetings where data is shared and disseminated. Once students have achieved proficiency or mastery of a skill, students either exit the skill/remediation groups or enter into another group for further skill development and remediation. At the high school, Individual Student Reports (ISRs) are generated that show the assessment anchors and eligible content that have not been mastered. Students have time built into each of their high school schedules daily to achieve and master the anchors and eligible content that are needed. Once proficiency has been achieved, students are scheduled into other groups as needed or are excused to participate in co-curricular activities.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
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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.

At the elementary, middle and high school levels, the building administrator is responsible for the reviewing all assessments administered in the prospective buildings. The building administrator receives weekly lesson plans that outline the assessments to be given for each week. The building administrator also conducts teacher walkthroughs and observations utilizing the new Teacher Effectiveness Model. Assessment discussions occur at that time. The building administrators further review assessments on Act 80 and In-Service Days scheduled throughout the school year. The Director of Special Education reviews assessments for the entire special education population K-12. The Frazier School District also has an Assessment Coordinator that will also oversee and review the assessments to ensure that they comply with the overall mission and vision of the Frazier School District.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Most of our communications are made prior to the start of the school year, due to our mandated involvement with Supplemental Education Services. We make very good use of our parent involvement tools, such as our website, parent portal and other communications channels.

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

Press releases can in effect be done during work sessions and board meetings where the press is present.

We can also include the school calendar in the student handbook.

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 high school voluntarily developed a school improvement plan in mathematics with the assistance of Intermediate Unit 1 and PDE during the 2012-2013 school year and remains in effect to date.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs				
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:

Elementary guidance counselor programs are being considered by the district's school board.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

1. Process for Identifying Gifted Children:

Frazier School District adopts the following definition of Giftedness: Outstanding intellectual and creative ability, the development of which requires special services not ordinarily provided in the regular education program in grades 3 - 12. This term includes a person who has an IQ of 130 or higher and when all multiple criteria as set forth in the Pennsylvania Department of Education guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ scores alone. A person with an IQ score slightly lower than 130 may be admitted to gifted programs when other educational criteria and the profile of the person strongly indicate gifted ability. Determination of mentally gifted shall include but not be limited to a full assessment and comprehensive report by a public school psychologist specifying the nature and degree of the ability.

Multiple criteria indicating gifted ability includes:

- Superior achievement in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas. In the Frazier School District such test scores to be considered, but not limited to are: Terra Nova, PSSA, Keystone Assessment, Weschler Individual Achievement Test (WIAT). Scores must fall within the Superior range or two standard deviations above the mean.
- An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability. In the Frazier School District, the rates of acquisition/retention will be both observed and measured by qualified school personnel for all students being considered for gifted status.

- Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment. In the Frazier School district, all final report card grades in the areas of language arts and mathematics must be two standard deviations above the mean at all previous and present grade levels. The Gifted Multi-Disciplinary Team will review showcase portfolio to determine excellence in research skills and performance abilities.
- Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise. In the Frazier School District, instructors will complete a screening/identification scale for any student who may qualify under this criteria.
- Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are masking gifted abilities. In the Frazier School District, instructors/administrators will complete a screening/identification scale for any student who may qualify under this criteria.

Parents and/or guardians who suspect that their child is gifted may request a gifted multidisciplinary evaluation of their child at any time, with a limit of one request per school term. The request shall be in writing.

2. Gifted Special Education Programs Offered:

Frazier School District offers a full spectrum of services to gifted students in grades K - 12. Students are provided opportunity for enrichment, advancement, acceleration and differentiation within the regular classroom to meet their individual needs. All district teachers receive ongoing support from the gifted support teacher to develop strategies for differentiation within the general education curriculum. All students receive enrichment and advancement opportunities through the development of their individualized education plan. Opportunities for acceleration, curriculum compacting, advancement and development of creative, artistic and dramatic talents are explored on an individual basis in collaboration with parents, regular education teachers, administrators, guidance counselors, and where appropriate, community leaders.

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

Parents and teachers may refer students who are thought to be intellectually gifted by contacting the Special Education Supervisor. At that time, the screening process will be initiated to determine if the student meets the criteria that is associated with exceptional intelligence.

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

The district will utilize a tiered matrix in the identification of gifted individuals. The matrix includes a level screening which looks at PSSA and/or Keystone scores, local assessments, grade point averages, and demonstrated achievement in one or more academic areas. If the student's performance meets the predetermined score, formal written permission is obtained from the parent and formal testing form the gifted program is completed within 60 calendar days from the time the permission is received. The decision about eligibility for gifted serviced is a team decision based on all levels of the screening process. The next level of the matrix is a parent and teacher rating scale. This input is obtained to better understand the child's behavior in both the academic and home environments. The final level consists of a complete evaluation done by the multi-disciplinary team. This team consists of school psychologist, social worker, parents/ guardians, one or more of the student's current teachers, the gifted education teacher, and the Special Education Supervisor. During this level, the student is administered standardized ability and achievement assessments.

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.

For students in need of enrichment instruction, the gifted resource teacher collaborates and consults with the classroom/ core subject teachers to offer differentiated classroom instruction. for students in need of acceleration instruction, the district will provide appropriate grade level instruction through highly qualified teachers in the identified subject areas.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling			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				
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum			X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning				X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

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
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
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
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 Frazier School District provides all the above consultation and coordination services.

Communication of Educational Opportunities

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

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

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 levels, Response to Instruction and Intervention is utilized to create skill groups for the purposes of remediation and mastery. Students are placed into Tiers based on data obtained from benchmark, formative, summative, and diagnostic data collected. Once students have achieved or mastered a skill, the student is placed in a new group for further attainment and mastery of skill needing remediated. At the middle school, remedial groups are formed from the bi-weekly team meetings where data is shared and disseminated. Once students have achieved proficiency or mastery of a skill, students either exit the skill/remediation groups or enter in to another group for further skill development and remediation. At the high school level, students have time built into their schedules daily to achieve and master the anchors and eligible content that are needed. Once proficiency has been achieved, students are scheduled into other groups as needed or are excused to participate in co-curricular activities.

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 middle school offers tutoring each week throughout the school year. The elementary provides a before-school care program. The high school offers the Upward Bound as an after-school program.

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 works with local head starts to initiate contact between the two agencies to ensure smooth transitions for all students who enter our district Pre-K program. Through an established partnership, the district and local head starts work together to discuss curriculum, transition, and student needs.

Students who are identified receive services which is coordinated through our Director of Special Education and local agencies.

The district runs its own Pre-K program which is funded through a Pre-K Counts grant and district funds.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

We are in the process of updated our ELA curriculum as well as increasing access to technology.

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

We are in the process of creating a cycle of curriculum review for all subjects that includes acquiring the necessary resources to support.

Elementary Education-Intermediate Level

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

We are in the process of updated our ELA curriculum as well as increasing access to technology

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

We are in the process of creating a cycle of curriculum review for all subjects that includes acquiring the necessary resources to support.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

We are in the process of creating a cycle of curriculum review for all subjects that includes acquiring the necessary resources to support.

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

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

Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

We are in the process of creating a cycle of curriculum review for all subjects that includes acquiring the necessary resources to support.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

	Implementation
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

We do not use alternate academic standards in our district.

Elementary Education-Intermediate Level

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

	Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

We do not use alternate academic standards in our district.

Middle Level

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

	Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

We do not use alternate academic standards in our district.

High School Level

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

History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

We do not use alternate academic standards in our district.

Early Warning System

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

Not answered

Professional Education

Characteristics

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

use data in instructional decision making.				
Empowers educators to work effectively with parents and community partners.	X	X	X	

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

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

The professional development program will be monitored and adapted to meet the needs of the district and employee.

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

Our high school is focusing on meeting with local business and partnering with our county to assure we are providing our students with the skills necessary to enter the work force.

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:
8/22/2016 Yearly review by solicitor/administration
8/21/2017 Yearly review by solicitor/ administration
8/20/2018 Yearly review by solicitor/ administration
The LEA plans to conduct the required training on approximately:
8/19/2019 Yearly review by solicitor/ administration
8/17/2020 Yearly review by solicitor/ administration

8/23/2021 Yearly review by solicitor/ administration
--

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:
4/2/2018 Washington County EAP
The LEA plans to conduct the training on approximately:
8/20/2019 Review of policy/ Speaker

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
The LEA has conducted the training on:
4/2/2018 FBI/ Violent Crimes Against Children
The LEA plans to conduct the training on approximately:
8/21/2019

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 Building Principals will ensure that the instructional program is being implemented effectively by overseeing, monitoring, and observing all school activities. The Principals will meet with teachers as needed to discuss the status of all programs, interventions, and district needs. The Principals will conduct regular walk-throughs in each classroom to determine the types of instructional strategies and educational activities being implemented. The Principals will also conduct formal teacher evaluations each year, as required for professional employees.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers**None.*

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

The teacher induction program will be monitored through formal and informal observations, periodic administrative review of outlined inductee needs, and monthly meetings between participating mentors and non-tenured teachers.

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

*This narrative is empty.****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 needs of teacher inductees will be monitored through formal and informal observations, periodic administrative review of outlined inductee needs, and monthly meetings between participating mentors and non-tenured teachers.

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

The district will provide additional opportunities for inductees to reflect on individual needs and provide immediate and productive feedback to address these needs.

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 administration recommends the most highly qualified mentor due to grade level or teaching assignment.

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

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for	X					

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The professional development induction program will be monitored by building and district administrators. The Program will be evaluated through formal and informal observations, surveys, and student achievement results.

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: **173**

Identification Method

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

The Pennsylvania Special Education Regulations outline the criteria for the determination of Specific Learning Disabilities. These criteria are derived from the federal IDEA regulations for special education under the category of Specific Learning Disability. An assessment of each of these components is required to ensure that the evaluation is comprehensive as required by federal and state rules. An evaluation team will determine if the student meets the inclusionary criteria of the Specific Learning Disability definition and rule out exclusionary factors of this disability category. The first inclusionary factor to be considered is whether the student does or does not achieve adequately for the child's age or meet state-approved grade level standards in eight areas of functioning. The second inclusionary factor provides districts with the option of choosing either Response to Intervention or the traditional ability-achievement discrepancy approach for determination of Specific Learning Disability. Frazier School District will use the discrepancy model for determining whether a student has a disability under the category of Specific Learning Disability.

Frazier School District will conduct a multidisciplinary evaluation that examines whether a child exhibits a pattern of strengths and weaknesses defined by a severe discrepancy between intellectual ability and achievement relative to age or grade. This process will determine whether a child achieves adequately for his/her age or meets state-approved grade level standards in one or more of the following areas:

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Fluency
- Reading Comprehension
- Mathematics Calculation
- Mathematics Problem Solving

The evaluation team will assess patterns of strengths and weaknesses to determine the

discrepancy between ability and achievement by administering tests of intelligence to determine a student's IQ as well as norm-referenced tests of academic achievement so that the discrepancy between scores from the two measures can be appraised. To be identified with a specific learning disability, a student must not only display an ability-achievement discrepancy but must also be achieving significantly below age or grade level standards.

Sources of data to document lack of achievement may include results of benchmark assessments conducted as part of the screening process, progress monitoring data, performance on district and state wide assessments or tests of achievement, and norm-referenced tests of academic achievement.

Documentation will establish that failure to achieve in the above areas is not the cause of:

- Vision, hearing or motor problems
- Intellectual Disability
- Emotional Disturbance
- Cultural or environmental issues
- Limited English proficiency
- Lack of appropriate instruction by qualified personnel
- Repeated assessments

The evaluation team will have documentation that the student was provided with appropriate instruction in the general education setting. The team will also document that students who fail to make adequate progress in the general education curriculum were provided with increasingly intensive interventions. Students displaying specific learning disabilities should not only demonstrate inadequacies in academic achievement in comparison to state standards, but also display an inadequate rate of improvement when presented with scientifically based interventions.

Frazier School District utilizes the Response to Intervention model for instructional delivery at some levels. Data collected during this process will be used to support the findings of the evaluation team, but the Response to Intervention model will not be the primary means of determination of Specific Learning Disability as a disability for a student.

Re-evaluation of Students with SLD

As per state and federal regulations, students in the Frazier School District who have been identified with specific learning disabilities will conduct a re-evaluation:

- If the district determines that the educational or related services warrant a re-evaluation

- At the request of a parent or a teacher
- Not more than once a year unless the parent and the school district agree otherwise
- At least once every three years unless the parent and the school district agree is unnecessary
- With the use of a variety of assessment tools and strategies
- Not using any single measure or assessment as the sole criterion for determining whether a child is a child with a specific learning disability
- Using technically sound instruments

The re-evaluation determines:

- If the student continues to have a disability and needs specially designed instruction
- The educational needs of the child
- The present levels of academic achievement and related development needs of the child
- The special education and related services
- If any additions or modifications to the special education and related services are needed

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>

Using information from the Special Education Data Report from the 2016-2017 school year, suggests that Frazier School District is below the state percentage in special education enrollment. The state percentage is 16.5% and the district percentage in special education enrollment is at 13.6%. Frazier's percentages are lower than the state in the areas of Autism, Hearing Impairment Including Deafness, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impaired, Traumatic Brain Injury, and Visual Impairment Including Blindness. Frazier's rate is greater than the state in Emotional Disturbance, Specific Learning Disability, and Speech or Language Impairment. Frazier continues to follow federal and state special education guidelines for identification of

student's with disabilities and have no concerns at this time in regards to the disproportionality.

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?

1) How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?

At this point, Frazier is not a host district for students under Section 1306 of the Public School Code. However, if this should change the district would abide by Section 1306 of the Public School Code to enroll each student in the appropriate school building within the district.

2) How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment?

Each student placed within the the district is educated in the regular school building unless the IEP team determines that a more restrictive placement is necessary to best meet the individual's needs. The district follows all Childfind obligations to assure that individuals are receiving the appropriate educational programming. If the student has an IEP from a previous school district, the Frazier School District convenes an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the regular school building, or whether some other placement option is appropriate for the student. The district makes accommodations to meet the needs of the parents to ass in their participation in all meetings.

3) What problems or barriers exist which limit the District's ability to meet it's obligations under Section 1306 of the Public School Code?

Potential barriers that would exist that would limit the district's ability to meet it's obligation under Section 1306 would include the lack of appropriate, timely, and effective communication between outside placing agencies and the Frazier School District.

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).

There is an open line of communication between law enforcement officials and the district personnel when currently enrolled students are incarcerated. The Juvenile Probation Officer and/ or the institution where the student is incarcerated will immediately notify the school district through the request for records. These records include copies of Individual Education Plans, evaluation/ reevaluation reports, discipline records, attendance records, a NOREP indicating a change of placement, and course credits accumulated by the student. All data is reviewed to plan an appropriate educational program that will provide a Free and Appropriate Public Education (FAPE). Frazier School District makes every effort ensure that incarcerated students who are returning to the home school have the necessary support systems to provide a smooth transition upon reentry into the district. Students have access to drug and alcohol counseling and opportunities through our Student Assistance Programs to assist in the development of appropriate coping skills. The Frazier School District works diligently to ensure that services are provided in a timely manner to eligible students.

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. 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.

In Frazier School District, procedures have been established for all IEP meetings. The first

option for every student is regular education, moving through the continuum of services until the most appropriate setting/program/placement is agreed upon by all team members. The needs of the student are the determining factor when deciding upon an educational program. Efforts have been made within our school district to provide an appropriate educational program within our boundaries to ensure that all students are integrated to the maximum extent appropriate with students without disabilities. When initial attempts to meet student needs through adaptations and modifications to the instructional program, as well as the physical environment are unsuccessful, the additional support of a paraprofessional is employed as a means of enabling the student to be successful in the general education environment. The support of the school social worker, who provides individual and group counseling to students in need, enables us to bring some students back from programs outside district boundaries. This permits students that were not previously educated with non-disabled children to now have that opportunity. Attempts to meet the needs of students in the regular education environment with interventions in the form of adaptations and modifications is the first action to be taken when a student is recognized as having academic or behavioral difficulties in school. Successful supplementary aides and services include: small group instruction, one to one assistance, frequent breaks, one on one paraprofessional, classroom paraprofessional, assistive technology, co-taught classrooms, adapted assessments/ modified materials, social worker, school counseling services, psychological/ psychiatric services, and modified daily schedule.

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.)

Close collaboration between special education staff and regular education staff is an important step in achieving successful integration. Efforts at integration include co-teaching, professional consultation regarding accommodations and modifications, observations, and discussion. Staff development trainings occur on a regular and ongoing basis with outside consultants providing information on methods of implementation. On-site visits have occurred to neighboring districts with inclusion programs, and opportunities have been scheduled within the school itself with teachers observing each other conducting co-teaching experiences. Teachers are encouraged to attend trainings and seminars to increase their repertoire of strategies and to become more comfortable and increase their expertise with implementing this process.

Frazier is implementing inclusionary practices and co-teaching models at all levels. In the elementary buildings, special education teachers consult with regular education teachers to develop strategies for differentiating instruction at all grade levels. At the elementary level, a Response to Instruction and Intervention program has been implemented in Grades K-3 in

Reading. Regular education teachers deliver Tier 1 and Tier 2 instruction to students making adequate progress in the general education curriculum. Title 1 teachers and special education teachers deliver Tier 3 interventions to smaller groups of students in need of additional support on targeted skills as determined by regular data collection using DIBELS. Teachers document progress through the regular administration of computation and application probes in math and reading fluency probes using the DIBELS program in reading and students are evaluated and moved between tiers accordingly. All students are instructed using the same reading and math programs in all grade levels. Students in the primary grades who experience the greatest difficulty with learning to read, and do not respond to regular instruction, receive remediation using a research based program. .

At Frazier Middle School, teachers work in grade level teams with two learning support teachers assigned to the building. Students with disabilities are included to the fullest extent possible, with the students in greatest need of support assigned to a co-teaching model class or self contained class. The co-teaching/inclusion model is implemented in all subjects with the exception of learning support math and reading. All grades have a designated resource period daily for students to receive additional instructional support or assistance with test taking or completion of assignments. Grade level teams hold weekly team meetings during their common planning time to discuss strategies for meeting the needs of students and to develop instructional strategies. Students who are identifies as struggling readers are given the Star Reading Assessment and the Read 180 Assessments, to determine if they meet the requirements of the Read 180 program that is offered to students in 6th and 7th grades. Frazier High School follows a full inclusion model with the exception of learning support math and reading classes per day. The learning support teachers function as co-teaching partners and are assigned by content specialty to classes in which the need is greatest. Teachers are assigned to the same content teachers from year to year as much as possible. In our block schedule, resource periods are available for students who need additional instructional support or assistance with completion of an assignment or administration of a test. The high school learning support teachers are not assigned regular duties as are the other teachers, nor are they responsible for a homeroom. Their duty is to provide resource support for at least 45 minutes each day to any high school students in need.

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.

At all levels, integration occurs in varying circumstances. Students may be included in all classes with modifications and adaptations depending on their needs. There may be a balance of instruction in a resource room and regular education setting. There may be occasions where a student is integrated for socialization purposes with age appropriate peers. Teachers observe a reduction in the need for disciplinary action with the increase in co-teaching support. Each decision is made based on the individual needs of the students. Data from the 2016-2017 school year reflects that 64.9% of the students with disabilities in Frazier School District are in the general education environment 80% or more of the school

day, as compared to the State level of 62.4%. Only 22 students are educated in more restrictive settings, and these represent an extremely small number of students with needs which necessitate specialized programs which exceed the resources available in the general education environment.

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.

All staff receives training in positive behavior support annually at district inservice training, and the special education staff is trained to conduct functional behavior assessments, as well as the development of Positive Behavior Support Plans. The district provides a Student Assistance Program in every building to support students who are at risk, and a school social worker is contracted through Intermediate Unit 1 to provide individual and group interventions across all levels 5 days per week. Students are seen by the social worker weekly in either individual, group sessions or both. The social worker and school psychologist are available to intervene in crisis situations, as well as to provide consultation to classroom teachers to develop effective strategies for addressing student behaviors. Frazier School District also collaborates with outside agencies to support Therapeutic Staff Support and Behavior Specialist services to individual students in the school setting. These professionals provide modeling and consultation to teachers and paraprofessionals to make sure that students' behavioral needs are met. Students placed outside the regular school environment have the opportunity to return to their regular school as soon as they are ready, with the option to return on a modified day schedule to facilitate this transition. Communication and collaboration between the LEA and teachers have assisted students to successfully make the transition to their home school from outside placements. The number of students in outside placements has fluctuated slightly from 25 in the 2013-2014 to 22 in the 2017-2018 school year. All district staff, including teachers, paraprofessionals and administrators, are trained and certified on a regular basis in Non-Violent Crisis Intervention techniques. In addition, Frazier Elementary School is in the process of implementing a school wide positive behavior support program, with the support of consultants from Intermediate Unit 1 and PaTTAN.

Frazier School District implements a policy on Positive Behavior Support. Students with disabilities are educated in the least restrictive environment and are only placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities develops a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification,

evaluation and plan or program are conducted and implemented in accordance with state and federal law and regulations.

The district's behavior support programs are based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques are attempted. Behavior support programs and plans are based on a functional assessment of behavior and include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

All district staff receive regular training and retraining as needed in the use of specific procedures, methods and techniques, including restraints and seclusion, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs. The Supervisor of Special Education maintains and reports data on the use of restraints as required. When a student placed in a program outside the district, including private schools, agencies, intermediate units and vocational schools, is restrained, that program will provide all required information to the Supervisor of Special Education for documentation and reporting purposes. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Restraints to control acute or episodic aggressive behavior are used only when the student is acting in a manner that presents a clear and present danger to the student, other students, or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Supervisor of Special Education or program director of any outside placement shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavior assessment, re-evaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

- 1) The restraint is used with specific component elements of a positive behavior plan.
- 2) The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
- 3) Staff are authorized to use the restraint and have received appropriate training.
- 4) Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by the IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parent or guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body

positioning and physical functioning.

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. The district prohibits the seclusion of students in locked room, locked boxes and other structures or spaces from which the student cannot readily exit.

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

- 1) Corporal punishment
- 2) Punishment for a manifestation of a student's disability
- 3) Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit
- 4) Deprivation of basic human rights, such as withholding meals, water or fresh air
- 6) Suspensions constituting a pattern as defined in state regulations
- 7) Treatment of a demeaning nature
- 8) Electric shock
- 9) Methods implemented by untrained personnel
- 10) Prone restraints, which are restraints by which a student is held face down on the floor

Subsequent to a referral to law enforcement, an updated functional behavioral assessment and behavior support plan shall be required for students with disabilities who have behavior support plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the supervisor of special education shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavior assessment and behavior support plan.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Frazier School District maintains a relationship with the Intermediate Unit One Interagency Coordinator who arranges interagency meetings to include all agencies that can provide support to the student. The IEP team members meet to interview the IEP to determine if the student's needs are being met and to make necessary changes and/or recommendations. If the Team determines that the student can no longer be served in a

public school setting, placement options will then be considered and the district will follow up with making appropriate contacts. In the event that the placement cannot be secured and that the student has been or will be at risk of waiting 30 days or more for an appropriate educational placement, the district will report the required information to the PA Department of Education, updating the information monthly, until an appropriate placement has been secured. Additionally, the district will report students who are on Homebound Instruction or Instruction in the Home to the Department of Education. The district continues to evaluate student needs and special education services available within the home school district on a continuum for individual counseling to group counseling to family counseling when appropriate. As more needs are recognized, additional supports are investigated. The district maintains contacts with other child service agencies by participating with interagency Team Meetings and trainings as necessary. The district also participates in meetings from psychiatric hospitals, Partial Hospitalization programs as well as RTF that our students are housed at.

The district maintains an ongoing relationship with the Intermediate Unit One Interagency Coordinator and meets at least annually to discuss issues and trainings available outside the district if the district has a specific need. The district is represented at seminars, workshops another trainings to improve district program capacity.

The district utilizes its contacts within child service agencies to determine what resources a child may be eligible to receive. The LEA representative or district social worker will work with the family to complete necessary applications if the student has never been found eligible for medical assistance. The district makes available the necessary documents to support eligibility.

Strengths and Highlights

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

The Special Education program in Frazier School district reflects a total district effort to meet the challenge of addressing the educational needs of students with disabilities with an instructional program that is in compliance with the state's mandated regulations and raises the level of expectation and achievement for all students, including those with special learning needs. To meet the district's goals, teams of teachers regularly meet by content level to review the curriculum, and to establish methods of content delivery and consistent assessment procedures.

Frazier School District's screening process increases the use of prevention and early intervention strategies in order to decrease inappropriate referrals to special education, and to meet the needs of the students in the regular education environment in lieu of placement in more restrictive settings. Teachers follow a procedure for meeting the learning needs of students: when a student begins to demonstrate difficulty in any subject

area, and classroom interventions are applied via various methods of differentiated instruction. Data is collected as to the intervention strategy, as well as the result. Consult with the school psychologist, Title 1 and special education teachers is helpful in determining strategies that may be successful with students. If classroom interventions are not successful, meeting with the student (at the secondary level) followed by meeting with the parent, either by phone or a face to face meeting is the next step. Students who continue to demonstrate difficulty, and all students who score Basic or Below Basic on the PSSA or Keystone exams are targeted for remedial interventions at all building levels. Teachers, parents and administrators collaborate to outline specific strategies that will be employed to attempt to assist the student in grasping concepts in the content areas. If all of the interventions have been utilized, and the student is still not being successful, referral for evaluation to determine eligibility for special education services is initiated.

At the elementary level, a Response to Intervention initiative has been implemented in grades K - 3 in reading and math, with a view to providing interventions to students before they experience failure. Tier 1 and Tier 2 instruction is provided by the regular education teachers. The DIBELS program is used to collect data to identify students who struggle with instruction on this level. The Title 1 teachers and the special education teachers, deliver Tier 3 interventions to small groups of students. Progress monitoring data collected through DIBELS determines movement between the groups based on student needs. This program has in the past greatly reduced the number of referrals to special education and has provided students the supports they need to be successful in school.

Students who exhibit behaviors of concern at the elementary level have these needs addressed initially through classroom interventions with recommendations from the special education professionals, including individual and group counseling to build positive behavior skills. If these interventions do not meet the student's needs in the general education environment, an evaluation will be conducted to determine the student's eligibility for special education services. This includes the discussion about the most appropriate educational placement for the student. Data collected through previous interventions will be used as part of the evaluation process.

Although the district implements intervention and data collection strategies which reflect Response to Intervention as a means of meeting students' instructional needs, Frazier School District still utilizes the discrepancy model as a final determinant for identification for specific learning disabilities.

The district utilizes data-driven instruction in the classroom, so that teachers can base their teaching decisions on data rather than on subjective assumptions, and adjustments can be implemented at an early stage to avoid continual student failure. This requires the use of data to track and improve achievement at the classroom level. This concept is based on the assumption that if data is consistently analyzed and strategies developed based on the data, student achievement is likely to increase. Special Education teachers have been trained in Progress Monitoring techniques, and administer regular reading and math probes to assess student fluency in word reading, math computation and math application. Reading probes are used to assess student reading comprehension. IEP goals and objectives are developed based on the results of the probes, the results charted, and instructional interventions

implemented as indicated by the data. Elementary and Middle School learning support teachers also collect and chart data on behavior. Charts are sent home to parents as determined by the IEP team, and behavioral supports provided based on the information acquired. Reward systems have been put into place at both levels where students work to earn points which are exchanged for tangible rewards each week.

In addition to monitoring student progress via the progress monitoring system, weekly grade reports are generated and reviewed by the Supervisor of Special Education, who highlights concerns and contacts the learning support teachers assigned to those students for follow up. Follow up consists of meeting with the student, meeting with the regular education teacher to devise instructional strategies or assist with the completion of assignments or tests, or contacting the parents. This process has continued to decrease the failure rate of special education students within the regular classroom environment.

All learning support teachers meet for an individual conference with every student on their roster at least once per nine week period. At the conference, the teacher and student will review the student's progress, strengths, needs and personal goals, as well as what will be needed to help them achieve their goals. The personal individual contact conveys the attitude that the teachers care about the students and are willing to provide whatever supports are necessary. It is also an opportunity for the teacher to identify any areas needing intervention at an early stage so that appropriate interventions may be initiated. Frazier School District utilizes an online program which allows parents to access school information such as classroom projects and assignments due, and homework for each day. Many parents take advantage of this program on a daily basis to help their children keep up with their assignments, and it enables them to contact the teachers promptly for help before the students fall too far behind.

Frazier School District utilizes Study Island assessments during the course of the school year. The results provide valuable information to teachers as to any learning gaps in students' repertoire that would impede their ability to perform successfully on state assessments. This data is extremely helpful when addressing the needs of our special education students, as teachers are able to ascertain which information needs to be targeted in the presentation of curriculum content.

The following opportunities are available to address the specific needs of each student:

1. Grade level core subject tutoring at the elementary
2. Kindergarten Readiness program provides a 2 week preparation for students entering kindergarten in the fall
3. Middle/ High School Learning Support teachers are relieved of extra duties so that they may provide resource assistance/tutoring to any student in need for 30 minutes daily during homeroom period
4. Implementation of the Read 180 program to close learning gaps in reading
5. Full inclusion/co-teaching model in place for all core content subjects in grades 6, 7 and 8.
6. Apangea math - web based program provides supplemental instruction in math
7. Daily tutoring during high school activity periods

8. Full inclusion/co-teaching model in place for many core content subjects at the middle school and high school

Ongoing professional development provides an opportunity for the special education faculty to acquire knowledge about the content of the subjects they are teaching and skill in the pedagogy of teaching students with disabilities. The training sessions also focus on information about the unique needs of students and the implications of specific disabilities on their education. Annual training is provided to all staff is conducted to address issues related specifically to special education, and includes topics such as: IDEA updates and regulations, progress monitoring, confidentiality, report writing and organization of special education files and documents, transition and inclusive practices. Staff is encouraged to participate in trainings at Intermediate Unit 1, and PATTAN Pittsburgh for further experience in areas related to their specific needs.

In addition, Frazier School District focuses intensely on inclusion and the co-teaching model as strategies for assisting special education student in increasing their level of achievement, as well as providing interventions and support for students who are not identified as being in need of special education services. Students are more likely to increase their levels of achievement if they are exposed to the content on which they will be evaluated according to mandated state assessment. Students are more likely to be exposed to this content in the regular education classrooms. Regular education teachers are enthusiastic about this challenge as long as they have the necessary supports to assist them in doing this, as well as meeting the learning needs of the students. Co-teaching involving regular and special education teachers is a way to accomplish this in a win/win situation.

Implementing the co-teaching model has resulted in numerous advantages to all students. Student failure has greatly reduced. It is no longer necessary to refer students for evaluation for special education in order to provide interventions when they are struggling. Student schedules are adjusted so that they may receive support in a co-teaching classroom. As students experience success, their confidence is reflected in their increased class participation and positive social skills. According to the data report from 2016-2017, 64.9% of the students in Frazier School District are in the general education environment 80% or more of the time, as opposed to the state average of 62.4 %.

Transition programs are designed to prepare students to be employed following graduation by stressing the application of knowledge, skills, and attitudes, especially information management, decision-making, critical and creative thinking, teamwork and work ethics. Many special education students are enrolled in vocational-technical training to acquire specific skills for select jobs after graduation. Every year representatives from the Office of Vocational Rehabilitation come to Frazier High School to address all 11th and 12th grade students and their parents and to provide information on the services they offer. Freshmen are required to take a course at the high school entitled "Freshman Seminar" which focuses on providing structured development of skills which will ensure their future success in high school. Students rotate among four classes, changing each nine weeks. Classes and skills they are exposed to include organization skills, team building, responsibility, computer skills (research into job opportunities, writing resumes), math (maintaining a checking

account, calculating insurance, car payments etc) and language Arts (writing a research paper). In addition, the high school organizes a College and Career night for parents and students to attend. This provides an opportunity for parents and students to meet with post secondary schools, armed forces, and local businesses.

The district and early childhood programs provide transition activities in order to create a smooth movement from early childhood programs to school-age programs. A committee meets during the year to address the correlation of the early childhood curriculum with that of the school-age program. Children enrolled in Head Start, Child Alert and other pre-school programs have the opportunity to visit the kindergarten classrooms and to meet the teachers and principal. The need of children with disabilities are reviewed early in the spring so that appropriate programs may be determined in a timely manner. Frazier School District operates its own Pre-K program for 4 year olds. Approximately 40 children are served in a morning and afternoon programs. Teachers carefully monitor children's progress so that when they enter kindergarten their learning and social needs are anticipated and proper interventions put in to place without interruption of service. During the summer, prior to the start of the school year, a two week Kindergarten Readiness program prepares students to successfully enter kindergarten, including boarding and disembarking from a school bus. The Pre-K program also hosts a two week Pre-K readiness program to prepare the younger children for their program.

The Supervisor of Special Education collaborated with all of the other Fayette County LEA's to organize and provide training for parents on topics relative to students with disabilities. The meetings are held monthly, six or seven times during the school year. They are held in the evenings maximize convenience to parents and accommodate work schedules. Topics covered include: Transition, Confidentiality, Assistive Technology, Low Incidence Disabilities, Behavior, Keystone Assessments, Traumatic Brain Injury, FAPE/LRE, Autism, Bullying, Cyber Bullying, Gifted, ADHD, Special Education Eligibility, ESY, Post High School Options, and OVR/MH:MR with additional topics to be added if a specific need is presented. A small number of students with low incidence, severe disabilities, such as severe autism, severe intellectual disabilities, multiple disabilities and severe emotional disturbance, whose needs exceed the resources available in the general education environment, and who are in need of a specialized program to meet their needs, are enrolled in programs outside of the district which meet their individual needs. Such programs are operated by intermediate units, neighboring school districts or private schools. All students receive an education appropriate for their specific needs. The Supervisor of Special Education is intensely involved in all alternate placements to ensure that the appropriate services are being delivered, and to be aware of the operation of these programs in order to match students with the best possible programs in the future. Students placed in these programs are those for whom the general education environment has either not met their needs in the past despite interventions and supports, or who require a curriculum that differs significantly from that provided in any other setting. In many cases, placement is at the specific request of the parents.

Students with disabilities who satisfactorily complete a special education program identified in his/her Individual Education Plan (IEP) under IDEA shall be issued a regular

Frazier High School Diploma, and will participate in graduation ceremonies if they so wish. Should they wish to do so, any and all supports are provided to make this possible.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Wesley Spectrum Highlands	Approved Private Schools	Emotional Support	2
Western Pennsylvania School for Blind Children	Approved Private Schools	Blind/Visually Impaired Support	1
Mon Valley School	Special Education Centers	Life Skills Support	1
Highlands Hospital Center for Autism	Special Education Centers	Autistic Support	2
New Directions	Other	Emotional Support/ Partial Hospitalization	2
Clelian Heights	Special Education Centers	Life Skills Support/ Multiple Disabilities	3
NHS Autism School	Special Education Centers	Autistic Support	2
Instruction Conducted in the Home	Instruction in the Home	Multiple Disabilities Support	1
Bentworth School District	Neighboring School Districts	Emotional Support/ Partial Hospitalization	3
IU 1 Colonial Campus	Other	Emotional Support	4

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	25	0.5
Justification: Teacher will work with small groups of students that meet the age range requirements. If a group should have a variance that requires a waiver, the IEP team will discuss and agree upon that grouping.				
Locations:				
New Frazier 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%)	Learning Support	5 to 11	10	0.5

but More Than 20%)				
Justification: Teacher will work with small groups of students that meet the age range requirements. If a group should have a variance that requires a waiver, the IEP team will discuss and agree upon that grouping.				
Locations:				
New Frazier Elementary School	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: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	25	0.5
Justification: Teacher will work with small groups of students that meet the age range requirements. If a group should have a variance that requires a waiver, the IEP team will discuss and agree upon that grouping.				
Locations:				
New Frazier Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	10	0.5
Justification: Teacher will work with small groups of students that meet the age range requirements. If a group should have a variance that requires a waiver, the IEP team will discuss and agree upon that grouping.				
Locations:				
New Frazier Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	25	0.5
Locations:				
New Frazier Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	10	0.5
Locations:				
New Frazier Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class and Position**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	25	0.5
Locations:				
New Frazier Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	10	0.5
Locations:				
New Frazier Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #5*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.				
Locations:				
Frazier High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	10	0.5
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.				
Locations:				
Frazier High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.				

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	10	0.5
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.				
Locations:				
Frazier High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 21	4	0.5
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.				
Locations:				
Frazier 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 21	10	0.5
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.				
Locations:				
Frazier High School	A Senior High 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: August 17, 2015

Explain any unchecked boxes for facilities questions: The proposed classroom is located in an area between our elementary and middle school hallways.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	5 to 10	30	0.5

	Support			
Justification: Teacher serves students in grades K - 5. Students are served individually or in small groups of the same age. Students outside the age variance are not in the class at the same time.				
Locations:				
New Frazier Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 10	11	0.2
Locations:				
New Frazier Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	13	0.2
Justification: Caseload for speech and language clinician may be up to 65 total students				
Locations:				
New Frazier Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 17	3	0.1
Locations:				
Frazier High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: May 1, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 21	1	0.05
Justification: Students have severe medical needs and are educated in the home. Placement is not in a separate educational building.				
Locations:				
Instruction Conducted in the Home	A Junior/Senior High School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Blind or Visually Impaired Support	5 to 11	2	0.05
Justification: Student are not receiving services at the same time.				
Locations:				
Frazier Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 20, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	5	0.1
Justification: Teacher will work with small groups of students that meet the age range requirements. If a group should have a variance that requires a waiver, the IEP team will discuss and agree upon that grouping.				
Locations:				
Frazier 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	5 to 11	15	0.8
Justification: Teacher will work with small groups of students that meet the age range requirements. If a group should have a variance that requires a waiver, the IEP team will discuss and agree upon that grouping.				
Locations:				
Frazier Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* May 1, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

Explain any unchecked boxes for facilities questions: This service is provided in the student's home school building.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 11	1	0.1
Justification: Students are not receive services at the same time.				
Locations:				
Frazier Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	Frazier Middle School	1
Paraprofessional	Frazier High School	1
Paraprofessional	Frazier Middle School	1
Paraprofessional	Frazier Middle School	1
Paraprofessional	Frazier Middle School	1
Paraprofessional	Frazier Elementary	1
Special Education Supervisor	Frazier School District	1
Paraprofessional	Frazier Elementary	1
Paraprofessional	Frazier Elementary	1
Paraprofessional	Frazier Elementary	1
Paraprofessional	Frazier Elementary	1
Paraprofessional	Frazier Elementary	1
Paraprofessional	Frazier Elementary	1
Paraprofessional	Frazier Elementary	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Intermediate Unit	5 Days
School Social Worker	Intermediate Unit	5 Days
Occupational Therapist	Intermediate Unit	0.1 Days
Physical Therapist	Intermediate Unit	1 Days
Occupational Therapist-COTL	Intermediate Unit	1 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

The Frazier School District did not have any schools in school improvement, corrective action, or making progress during the comprehensive planning process.

District Accomplishments

Accomplishment #1:

The Frazier School District has a long history of demonstrating academic growth or achieving AYP in the respective buildings.

Accomplishment #2:

The district has added additional options for students at the high school to receive college credits through AP and College in the HS course offerings.

Accomplishment #3:

The district offers a variety of STEM related courses through our PLTW curriculum in grades 5-12. Flight and Space, Robotics, Engineering Design and Development, Aerospace Engineering, Civil Engineering, Principles of Engineering, Introduction to Engineering Design, Principles of BioMedical Science, Design and Modeling,

District Concerns

Concern #1:

District funds continue to be an ongoing obstacle to district administration and Board. Continual rising special education costs along with the lack of cyber/charter regulations continue to deplete our financial means to maintain and improve district programs and facilities.

Concern #2:

District personnel need to increase the depth and complexity of instruction to align with the PA Common Core Standards. This would be reflected in the course curriculum, lesson plans, instructional strategies, and assessments.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) Provide a safe and secure learning environment.

Aligned Concerns:

District funds continue to be an ongoing obstacle to district administration and Board. Continual rising special education costs along with the lack of cyber/charter regulations continue to deplete our financial means to maintain and improve district programs and facilities.

Systemic Challenge #2 (*Guiding Question #0*) District funds continue to be an ongoing obstacle to district administration and Board. Continual rising special education costs along with the lack of cyber/charter regulations continue to deplete our financial means to maintain and improve district programs and facilities.

Aligned Concerns:

District funds continue to be an ongoing obstacle to district administration and Board. Continual rising special education costs along with the lack of cyber/charter regulations continue to deplete our financial means to maintain and improve district programs and facilities.

Systemic Challenge #3 (*Guiding Question #0*) Ensure that all students are provided a rigorous K-12 standards aligned curriculum.

Aligned Concerns:

District funds continue to be an ongoing obstacle to district administration and Board. Continual rising special education costs along with the lack of cyber/charter regulations continue to deplete our financial means to maintain and improve district programs and facilities.

District personnel need to increase the depth and complexity of instruction to align with the PA Common Core Standards. This would be reflected in the course curriculum, lesson plans, instructional strategies, and assessments.

Systemic Challenge #4 (*Guiding Question #0*) Ensures that all district students are provided innovative educational programs.

Aligned Concerns:

District funds continue to be an ongoing obstacle to district administration and Board. Continual rising special education costs along with the lack of cyber/charter regulations continue to deplete our financial means to maintain and improve district programs and facilities.

District personnel need to increase the depth and complexity of instruction to align with the PA Common Core Standards. This would be reflected in the course curriculum, lesson plans, instructional strategies, and assessments.

Systemic Challenge #5 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

District Level Plan

Action Plans

Goal #1: District personnel need to increase the depth and complexity of instruction to align with the PA Common Core Standards. This would be reflected in the course curriculum, lesson plans, instructional strategies, and assessments.

Related Challenges:

- Ensures that all district students are provided innovative educational programs.
- Ensure that all students are provided a rigorous K-12 standards aligned curriculum.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum alignment documents.

Specific Targets: Student achievement will increase to due continual alignment and adaptation to curriculum to meet the needs of our students.

Strategies:

Curriculum

Description:

Teachers will align curriculum according to PDE requirements and alter to meet the needs of all learners.

SAS Alignment: Standards, Curriculum Framework, Instruction

Implementation Steps:

Curriculum Alignment

Description:

Teachers will work to create and implement a K-12 curriculum that is aligned to PDE recommended standards.

Start Date: 8/23/2018 **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Curriculum

Curriculum Mapping

Description:

All curriculum maps will be reviewed by grade and/or department on an ongoing basis. Unit plans will also be created, or previous plans reviewed and updated.

Start Date: 8/21/2019 **End Date:** 6/1/2022

Program Area(s): Professional Education

Supported Strategies:

- Curriculum

Goal #2: The district will provide innovative educational programs for students in grades K-12.

Related Challenges:

- Ensures that all district students are provided innovative educational programs.
- Ensure that all students are provided a rigorous K-12 standards aligned curriculum.

Indicators of Effectiveness:

Type: Annual

Data Source: Student feedback, observation, teacher input, frequent review of opportunities.

Specific Targets: Students will be actively engaged in classroom activities and will increase participation in technology related electives.

Strategies:

Technology

Description:

The district will provide a quality 21st century technology education program through a variety of programs and course including Project Lead the Way curriculum and resources as well as other educational opportunities through our Remake Learning partnership.

SAS Alignment: Instruction

Implementation Steps:

Technology Education

Description:

Through a variety of educational opportunities, students participation will increase in the technology education courses that are offered within the district.

Start Date: 8/24/2018 **End Date:** 6/30/2023

Program Area(s): Educational Technology

Supported Strategies:

- Technology

Goal #3: The district will implement new and improve current security measures for a safe and secure learning environment.

Related Challenges:

- Provide a safe and secure learning environment.
- District funds continue to be an ongoing obstacle to district administration and Board. Continual rising special education costs along with the lack of cyber/charter regulations continue to deplete our financial means to maintain and improve district programs and facilities.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Observation, student, teacher, community feedback.

Specific Targets: By increasing security measures students and staff will feel safe and secure in their learning environment.

Strategies:***Safety*****Description:**

The district has implemented the process of screening all visitors and students upon arrival into the secondary buildings as well as visitors in the elementary. We have also added an armed police officer to cover all buildings. Meetings are held on a monthly basis to address concerns or mandates handed down by the state.

PBIS will be created and implemented at the Elementary level.

Alice Training was provided to all staff and the PA State Police provides yearly programs to ensure that we are up to date on policy and procedures.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:***Safety***

Description:

Through the use of two way radios and the the use of a visitor identification system and metal detectors, the district will increase its building level security. The district hired an additional police officer to ensure that both buildings are covered. Visitors are being checked in at both district buildings. Restrictions on what is being allowed into the buildings have been added (ie. backpacks, bags, etc...)

Start Date: 8/1/2018 **End Date:** 6/30/2023

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

- Safety

*Professional Development Trainings***Description:**

An offering of the research based strategies aligned to this goal will be made available to teachers during the year during in-service days.

Start Date: 8/21/2019 **End Date:** 5/31/2022

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

- Safety

Goal #4: The elementary school will develop and implement, in conjunction with IU 1 and PATTAN, a school-wide positive behavior support plan (PBIS)

Related Challenges:

- Ensures that all district students are provided innovative educational programs.
- Provide a safe and secure learning environment.

Indicators of Effectiveness:

Type: Annual

Data Source: SWISS, EdInsight, Skyward

Specific Targets: Student behavior will improve as well as the educational environment/ experience for our students and staff.

Strategies:

Professional Development

Description:

Teachers and administration will be trained in PBIS through I.U. 1

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Professional Development Trainings

Description:

An offering of the research based strategies aligned to this goal will be made available to teachers during the year during in-service days.

Start Date: 8/21/2019 **End Date:** 5/31/2022

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Goal #5: Provide a safe and secure learning environment.

Related Challenges:

- District funds continue to be an ongoing obstacle to district administration and Board. Continual rising special education costs along with the lack of cyber/charter regulations continue to deplete our financial means to maintain and improve district programs and facilities.

Indicators of Effectiveness:

Type: Interim

Data Source: Student discussions, forums, surveys.

Specific Targets: Student/ parent/ staff feedback.

Strategies:

Safe and Supporting Schools

Description:

Through meetings, walkthroughs, and continual trainings.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Safety

Description:

Through the use of two way radios and the the use of a visitor identification system and metal detectors, the district will increase its building level security. The district hired an additional police officer to ensure that both buildings are covered. Visitors are being checked in at both district buildings. Restrictions on what is being allowed into the buildings have been added (ie. backpacks, bags, etc...)

Start Date: 8/1/2018 **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Safe and Supporting Schools

Professional Development Trainings

Description:

An offering of the research based strategies aligned to this goal will be made available to teachers during the year during in-service days.

Start Date: 8/21/2019 **End Date:** 5/31/2022

Program Area(s): Professional Education

Supported Strategies:

- Safe and Supporting Schools

Goal #6: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Ensures that all district students are provided innovative educational programs.
- Ensure that all students are provided a rigorous K-12 standards aligned curriculum.

Indicators of Effectiveness:

Type: Interim

Data Source: Act 48 Committee, district PD assessments, evaluations.

Specific Targets: Feedback on PD forms and evaluations. Discussions with staff.

Strategies:

Act 48 Committee Meetings

Description:

Team of teachers and administration will work together to identify the needs of our staff and district and plan professional development activities to address these areas throughout the plan.

SAS Alignment: Standards, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Professional Development

Description:

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

SAS Alignment: Curriculum Framework, Instruction

Instructional Practices for an Effective Classroom

Description:

Research shows that the link between classroom behavior and instruction is a powerful one. Certain instructional practices are associated with increased task-appropriate behavior. Here's how you, the classroom teacher, can take advantage of this link to improve instruction and overall behavior. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. Checklist adapted from Darch, C. B. and Kameenui, E. J. (2004). Instructional Classroom Management. Canada: Pearson Prentice Hall. (Source: <http://effectivestrategies.wiki.caiu.org/file/view/InstrPrac.pdf/528265932/InstrPrac.pdf>) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Instruction

Implementation Steps:

Curriculum Alignment

Description:

Teachers will work to create and implement a K-12 curriculum that is aligned to PDE recommended standards.

Start Date: 8/23/2018 **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Act 48 Committee Meetings
- Professional Development

*Safety***Description:**

Through the use of two way radios and the the use of a visitor identification system and metal detectors, the district will increase its building level security. The district hired an additional police officer to ensure that both buildings are covered. Visitors are being checked in at both district buildings. Restrictions on what is being allowed into the buildings have been added (ie. backpacks, bags, etc...)

Start Date: 8/1/2018 **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Act 48 Committee Meetings
- Professional Development

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	<p>The district will implement new and improve current security measures for a safe and secure learning environment.</p> <p>The elementary school will develop and implement, in conjunction with IU 1 and PATTAN, a school-wide positive behavior support plan (PBIS)</p> <p>Provide a safe and secure learning environment.</p>	Strategy #1: Safety
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Start	End	Title	Description				
8/21/2019	5/31/2022	Professional Development Trainings	An offering of the research based strategies aligned to this goal will be made available to teachers during the year during in-service days.				
	Person Responsible Building Principal	SH 3	S 3	EP 40	Provider IU 1	Type IU	App. Yes

Knowledge Implementation steps of PBIS

Supportive Research PBIS

Designed to Accomplish
For classroom teachers, school counselors and education

Empowers educators to work effectively with parents and community partners.

specialists:

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

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

Series of Workshops

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student Discipline data

LEA Goals Addressed:	<p>The district will implement new and improve current security measures for a safe and secure learning environment.</p> <p>The elementary school will develop and implement, in conjunction with IU 1 and PATTAN, a school-wide positive behavior support plan (PBIS)</p> <p>Provide a safe and secure learning</p>	Strategy #1: Professional Development
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environment.

Start	End	Title			Description			
8/21/2019	5/31/2022	Professional Development Trainings			An offering of the research based strategies aligned to this goal will be made available to teachers during the year during in-service days.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Building Principal	3	3	40	IU 1	IU	Yes
<hr/>								
		Knowledge	Implementation steps of PBIS					
		Supportive Research	PBIS					
		Designed to Accomplish						
		For classroom teachers, school counselors and education specialists:	Empowers educators to work effectively with parents and community partners.					
		For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.					
		Training Format	Series of Workshops					
		Participant Roles	Classroom teachers Principals / Asst. Principals			Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)	

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student Discipline data
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LEA Goals Addressed:	<p>The district will implement new and improve current security measures for a safe and secure learning environment.</p> <p>The elementary school will develop and implement, in conjunction with IU 1 and PATTAN, a school-wide positive behavior support plan (PBIS)</p> <p>Provide a safe and secure learning environment.</p>	Strategy #1: Safe and Supporting Schools
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Start	End	Title	Description				
8/21/2019	5/31/2022	Professional Development Trainings	An offering of the research based strategies aligned to this goal will be made available to teachers during the year during in-service days.				
	Person Responsible	SH	S	EP	Provider	Type	App.
	Building Principal	3	3	40	IU 1	IU	Yes

Knowledge	Implementation steps of PBIS
Supportive Research	PBIS

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

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

Series of Workshops

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student Discipline data

District Level Affirmations

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

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

Affirmed by William Henderson III on 11/7/2018

Board President

Affirmed by William Henderson III on 11/7/2018

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by William Henderson on 6/1/2018

Board President

Affirmed by William Henderson on 6/1/2018

Superintendent/Chief Executive Officer