

Fairfield Area SD

District Level Plan

07/01/2021 - 06/30/2024

District Profile

Demographics

4840 Fairfield Rd
Fairfield, PA 17320-9200
717-642-8228
Superintendent: Michael Adamek
Director of Special Education: Daniel Watkins

Planning Process

In 2020, the Fairfield Area School District sought community, staff, student and parent participation by personal invitation, and district website. The district employed a collaborative process in order to develop the District level plan. A Committee of the Whole met to outline the Comprehensive Planning process and to develop the mission statement, vision statement, and shared values. This process was the work of various groups including both internal and external stake holders.

Mission Statement

The Mission of the Fairfield Area School District: Students First!

Vision Statement

The vision of the FASD is to engage, educate, and empower all students to reach their maximum potential to be productive, responsible citizens in a globalized society.

Shared Values

The Fairfield Area School District directs and supports its mission through the following beliefs:

- We believe each student and her/his needs are unique.
- We believe all students should be contributing members of the school and community.
- We believe the entire community shares in the development and success of all students.
- We believe a safe and secure facility is essential to learning.
- We believe the FASD school environment promotes positive self-esteem and a sense of belonging.
- We believe all students should be respectful, caring, responsible, and self-disciplined.
- We believe it is essential that learning continues throughout one's life.
- We believe all students should be provided the educational opportunities and technological resources that enable them to solve academic, professional, and social challenges.
- We believe all students should be equipped with the foundational skills for success in the future.
- We believe student accomplishments should be recognized and celebrated.
- We believe in actively engaging all students in the learning experience.

Educational Community

Description of the educational community:

The Fairfield Area School District is located in Adams County situated in the South Central Pennsylvania. The School District maintains its rural charm with well-developed residential areas. Primary industries include farming, fruit orchards, light industry, and recreation. A ski resort and two golf courses provide numerous seasonal employment opportunities. Many adults commute to other locations engaging in occupations that include business, education, military, and industry. The community is also a popular area to retire because of its proximity to the Washington/Baltimore metro area without the high costs of living.

District facilities are located on one campus that serves approximately 1025 students in two buildings. The elementary building houses grades K-4, and the middle/high school building houses two schools and the administration office. The middle school houses grades 5-8 and the high school houses grades 9-12. The middle/high school building was renovated in 1999, with additional renovations and expansions completed in the Spring of 2006. The District owns additional property adjacent to the campus for future expansion.

The District office administration consists of 3 positions; Superintendent, Special Education supervisor, and Business Manager. The high school, middle school, and elementary school each have a building principal.

Planning Committee

| Name | Role |
|------------------|--|
| Michael Adamek | Administrator : Professional Education Special Education |
| Justin Hoffacker | Administrator : Professional Education |
| Brian McDowell | Administrator : Professional Education |
| Colleen Rebert | Administrator : Professional Education |
| Earl Shutt | Board Member : Professional Education |
| Justin Hoffacker | Building Principal : Professional Education |
| Eric Flynn | Business Representative : Professional Education |
| Jeffery Newhouse | Business Representative : Professional Education |
| Tom Weaver | Business Representative : Schoolwide Plan |
| Jeffery Newhouse | Community Representative : Professional Education |
| Kathryn Barnes | Ed Specialist - Instructional Technology : Professional Education |
| Amy Hoch | Ed Specialist - School Psychologist : Professional Education Special Education |
| Heidi Reinecker | Elementary School Teacher - Regular Education : Professional Education |

| | |
|-----------------|---|
| Jennifer Sauble | Elementary School Teacher - Special Education : Special Education |
| Ralph Hodder | High School Teacher - Regular Education : Professional Education |
| Kayla Martin | High School Teacher - Regular Education : Professional Education Schoolwide Plan |
| Tara Phillips | High School Teacher - Regular Education : Professional Education |
| Kaleb Crawford | Instructional Technology Director/Specialist : Professional Education |
| Andrew Ditty | Middle School Teacher - Regular Education : Professional Education |
| Barb Hoffacker | Parent : Professional Education |
| Daniel Watkins | Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan |
| Marissa Redding | Student : Professional Education |

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Specific standards for K-2 do not exist for Family and Consumer Science; however some concepts pertaining to this area are addressed in other content areas.

We do not have Alternative Academic Standards for Math and Reading as we expect all students to achieve the PA Core Standards.

Elementary Education-Intermediate Level

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

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

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

Mapping of curriculums follows two years after their rewriting as alignment of curriculum which occurs simultaneously as teachers rewrite curriculum in K-12 work groups for all subjects and is completed on a seven year rotating schedule.

We do not have Alternative Academic Standards for Math and Reading as we expect all students to achieve the PA Common Core Standards.

Middle Level

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

| | | |
|--|--------------|--------------|
| Science and Technology and Engineering Education | Developing | Developing |
| 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 | Accomplished | Accomplished |
| English Language Proficiency | Accomplished | Accomplished |
| Interpersonal Skills | Accomplished | Accomplished |
| School Climate | Accomplished | Accomplished |
| World Language | Developing | Developing |

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

Mapping of curricula follows two years after the rewriting and alignment of curriculum which occurs simultaneously as teachers rewrite in K-12 work groups for all subjects and is completed on a seven year rotating schedule. Mapping will be a priority for all core subjects 2017-2019

We do not have Alternate Academic Standards for Reading and Math as we expect all students to achieve the PA Common Core Standards.

High School Level

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

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

Mapping of curriculum follows two years after their rewriting and alignment of curriculum which occurs simultaneously as teachers rewrite in K-12 work groups for all subjects and is completed on a seven year rotating schedule. Mapping and alignment will be a priority for all core subjects 2021-2024.

We do not have Alternate Academic Standards for Reading and Math as we expect all students to achieve PA Common Core Standards.

Adaptations

Elementary Education-Primary 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.

Elementary Education-Intermediate 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.

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:

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Combinations of formative and summative assessments are used in order to measure student mastery of learning objectives.

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

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Teachers will continue to revise the current curriculum that integrates the PA Core for English Language Arts into the science, history, and technical subjects.

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. | 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. | Accomplished |

Processes used to ensure Accomplishment:

Combinations of formative and summative assessments are used in order to measure student mastery of learning objectives.

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

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. | 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. | Accomplished |

Processes used to ensure Accomplishment:

Lesson plan requirements including format and contents are established in School Board Policy.

Comprehensive final exams are administered for core academic courses at the High School.

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

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 Fairfield Area School District ensures that modifications and accommodations are provided to all students who need them. The district utilizes modified curriculum and assessments, behavioral support, and the provision of instructional assistants. For identified students, the Individual Education Plan (IEP) team considers the level of need for each student within the areas of academics and functional needs, addressing them through specially designed instruction in the IEP. The Fairfield Area School District strives to provide the least restrictive environment (LRE) for all students.

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 district will begin creating course overviews and unit plans for all courses. Completed work will be available to the public on the district website. At the elementary level, common planning time is utilized for teachers to collaborate. Middle school utilizes a team approach with common planning for each team. High school departments meet on a regular basis. The elementary and middle school will utilize intervention specialist to work on

closing the achievement gap.

The District follows a structured plan for both classroom observations and Differentiated Supervision. In addition, all teachers submit weekly lesson plans to their building principal. Non---tenured teachers are observed four times per year. All professional staff is on a three year cyclical rotation, where at least once within the three years a formal observation occurs. During the other two years, the professional staff has a menu of Differentiated Supervision options from which to choose and is approved by the direct supervisor. Formal observations and annual ratings are based on the Danielson Framework. All teachers have received formal training on the Danielson Framework and focused professional development will continue in this area.

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

The district does not employ instructional coaches. However, reading specialists are utilized at the elementary level to intervene and support literacy instruction. The District will continue to monitor the needs of students and will develop appropriate options in order to address those needs.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

Elementary Education-Intermediate Level

| Instructional Practices | Status |
|---|---|
| Structured grouping practices are used to meet student needs. | Full Implementation |
| Flexible instructional time or other schedule-related practices are used to meet student needs. | 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. | Full Implementation |

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

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

High School Level

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

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

While we do identify gifted students, we continue to work to provide opportunities to offer flexible scheduling, differentiated instruction and structured groups to all students. The High School's professional development is focusing on Differentiated Instruction.

Recruitment

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

It is the goal of the Fairfield Area School District to provide highly qualified, diverse professional staff to meet the changing needs of our student population. The Administration is constantly striving to advertise, recruit, and hire staff that are qualified and certified with the appropriate Pennsylvania Certification in the field they will be instructing. It is imperative to use various resources of recruiting, to include but not limited to, specialized publications such as PSBA School Leader News, as well as local newspapers, college career centers, District website, and direct contact with student teacher advisors. School administrators work closely in identifying the specific needs of each school when a position becomes available. It is the goal of the District to obtain staff that is 100% highly qualified and certified each school year. Extensive interviewing practices are used with a team of qualified administrators and teachers included. It is our goal to possess and retain the most qualified staff possible to meet the needs of all students

Assessments

Local Graduation Requirements

| Course Completion | SY 21/22 | SY 22/23 | SY 23/24 |
|--|-----------------|-----------------|-----------------|
| Total Courses | | | |
| English | 4.00 | 4.00 | 4.00 |
| Mathematics | 4.00 | 4.00 | 4.00 |
| Social Studies | 4.00 | 4.00 | 4.00 |
| Science | 4.00 | 4.00 | 4.00 |
| Physical Education | 4.00 | 4.00 | 4.00 |
| Health | 2.00 | 2.00 | 2.00 |
| Music, Art, Family & Consumer Sciences, Career and Technical Education | 1.00 | 1.00 | 1.00 |
| Electives | 7.00 | 7.00 | 7.00 |
| 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 | X | | | X | X |
| Career Education and Work | | X | X | X | | X |
| Civics and Government | | X | | | X | X |
| PA Core Standards: English Language Arts | | X | | | X | X |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | | X | | | X | X |
| PA Core Standards: Mathematics | | X | | | | X |
| Economics | | X | | | X | X |
| Environment and Ecology | | X | | | | X |
| Family and Consumer Sciences | | X | | | X | X |
| Geography | | X | | | | X |
| Health, Safety and Physical Education | X | X | X | | | X |
| History | | X | | | X | X |
| Science and Technology and Engineering Education | | X | | | | X |
| World Language | | X | | | X | X |

Methods and Measures

Summative Assessments

| Summative Assessments | EEP | EEI | ML | HS |
|------------------------------|------------|------------|-----------|-----------|
| PSSA | | X | X | |
| Chapter and Unit Assessments | | | X | X |

| | | | | |
|--|---|---|---|---|
| Algebra Keystone | | | X | X |
| Biology Keystone | | | X | X |
| Literature Keystone | | | | X |
| Unit tests in the 4 core curriculums, Projects, Formal Reports and Oral Presentations, Running Records, Fluency Assessments, Teacher created assessments | X | | | |
| Unit tests in the 4 core curriculums, Projects, Formal Reports and Oral Presentations, Teacher created assessments | | X | | |
| PASA | | X | X | X |
| Acadience Reading, Spring Math | X | X | | |

Benchmark Assessments

| Benchmark Assessments | EEP | EEI | ML | HS |
|--|-----|-----|----|----|
| Study Island | | | X | |
| Curriculum-Based Assessments | | | X | X |
| Benchmark Assessments in Reading, Developmental Reading Assessment (DRA), , Study Island | X | | X | |
| Benchmark Assessments in Reading, Developmental Reading Assessment (DRA), Study Island, Scholastic Reading Inventory (SRI), Study Island | | X | X | |

Formative Assessments

| Formative Assessments | EEP | EEI | ML | HS |
|---|-----|-----|----|----|
| Class/Group Projects, labs, | X | X | X | X |
| Quizzes | X | X | X | X |
| Check for Understanding Activities, homework | X | X | X | X |
| teacher created tests | X | X | X | X |
| student writing | X | X | X | X |
| Standard Based Report Card, Middle & End Year Everyday Math Assessment, Reading 3 Times a Year Assessment | X | X | X | |
| PSSA, Middle & End Year Everyday Math Assessment, Reading 3 Times a Year Assessment | | X | X | |

Diagnostic Assessments

| Diagnostic Assessments | EEP | EEI | ML | HS |
|--|-----|-----|----|----|
| Curriculum-Based Assessments | X | X | X | X |
| Fontas & Pinnell Leveled Literacy Intervention System (LLI), Developmental Reading Assessment (DRA), Measures of Academic Progress (MAP) | X | X | X | |
| Developmental Reading Assessment (DRA), Scholastic Reading Inventory (SRI), | X | X | X | |

| | | | | |
|--------------------------------|---|---|---|--|
| CDT's | | | X | |
| Spring Math, Acadience Reading | 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 | | | | |
| Professional Learning Community Review | X | X | X | X |
| Instructional Coach Review | | | | |
| Teacher Peer Review | X | X | X | X |

Provide brief explanation of your process for reviewing assessments.

Fairfield Area School District has implement validation methods as part of the Standards of Learning (SOL) for non-designated Keystone and PSSA courses. The process was developed and implemented beginning in the 2014-15 school year.

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.

The Middle School and High School have not engaged in an activity to formally review assessments. The implementation of the Keystone Assessments will create a foundation for doing so in the future.

Collection and Dissemination

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

Use of Performance Tracker, eMetric, data teams, professional development hours, MAP, CDT, PVAAS, and leadership goals.

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.

Teachers and school leaders use information from assessments to guide decisions about formal groups of students, and to create flexible groupings for academic interventions. The High School skill level courses are customized for individual students based on their demonstrated educational needs.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

The District incorporates flexible grouping, in grades K-8 based on specific assessment anchors and eligible content in order to remediate or accelerate students based on their specific needs. In grades 9-12, remediation and enrichment grouping is based on both student need and course selections.

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 | | | | |
| Newsletters | | | | |
| Press Releases | X | X | X | X |
| School Calendar | | | | |
| Student Handbook | | | | |
| Student class meetings | | | | X |

Provide brief explanation of the process for incorporating selected strategies.

The district website, as well as all building websites, currently house pertinent assessment information, as well as providing valuable website links.

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

The District utilizes the website to advertise important academic events.

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 Fairfield Area School District does not currently have any schools that do not meet the annual student achievement targets. In the past, struggling schools have completed the school improvement plans (Getting Results! or Comprehensive School Plans) via the resources provided by PDE and the Lincoln Intermediate Unit. Schools relying upon these support systems have had success making annual student achievement targets the following school year. Continued growth in student achievement is demonstrated by the use of a standards aligned curriculum, materials and resources that support the curriculum, implementation of the curriculum with fidelity

Programs, Strategies and Actions

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

| | | | | |
|--|---|---|---|---|
| Peer Helper Programs | X | X | X | X |
| Safety and Violence Prevention Curricula | X | X | X | X |
| Student Codes of Conduct | X | X | X | X |
| Comprehensive School Safety and Violence Prevention Plans | X | X | X | X |
| Purchase of Security-related Technology | X | X | X | X |
| Student, Staff and Visitor Identification Systems | X | X | X | X |
| Placement of School Resource Officers | 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:

The frequency of disciplinary occurrences at the EEP Level does not necessitate the need for an electronic record keeping system.

The District has contracted with a private security company to provide a School Safety Coordinator.

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.)

Fairfield Area School District's awareness activities to inform the public of gifted education services and programs that are offered include:

- school website
- handbooks
- "Back to School Nights"
- program updates at public meetings of the Board of School Directors.

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

The Fairfield Area School District's process for locating students who are thought to be Gifted, and in need of specially designed instruction, involves the use of the Ravens Matrices screening tool. A parent or teacher may request for a child to be screened. A Permission to Screen for Possible Gifted Support is mailed home to the parent/guardian for signature and return. Once the signed Permission to Screen form has been received, the FASD certified

school psychologist completes the screening. If the student's scores on the Ravens indicates that the student should be recommended for further testing, a letter and a Permission to Evaluate (PTE) are sent home for signature and return. A letter is also sent home to families of students who are not being recommended for further testing.

Upon receipt of the signed PTE, the evaluation process is started. The school psychologist will conduct the psychological testing and summarize the findings in a Gifted Written Report (GWR) within 60 days. Input from other members of the Gifted Multidisciplinary Team (GMDT), gathered via questionnaires, is also entered into the GWR. During the process, all members of the team will be asked to consider factors that may mask giftedness and report those to the team. Once the report is completed, the GMDT will meet as a team to review it. If it is determined that the student meets the criteria for identification, and exhibits a need for specially designed instruction beyond the scope of the general education setting, the team will conclude the report by making recommendations to the Gifted Individualized Education Plan (GIEP) in the academic strength area(s) of the student. A Notice of Recommended Assignment (NORA) is issued to the parents to seek their approval in Gifted Support programming. If it is determined that the child is not eligible for Gifted Support, the team will review any current recommendations for instruction based on the student's academic need and communicate those recommendations to the appropriate teachers.

A parent may bypass the screening and directly ask for an evaluation of their child. When this occurs, the PTE is issued to the parents. Once the district is in receipt of the signed PTE, then the evaluation timeline starts and the Gifted Multidisciplinary Team has 60 days to follow the same process detailed above.

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

The LEA utilizes a multi---criteria system in order to identify students who may be gifted. The school psychologist employed by the LEA administers tests, scores them and drafts the GWR. The GMDT then considers multiple criteria, to include achievement test scores; rates of acquisition and retention; demonstrated achievement, performance, or expertise; high level thinking skills; academic creativity; leadership skills; an intellectual assessment indicating high level intelligence. Intervening factors are part of the multi---criteria system when considering gifted and are taken into account. The LEA does complete gifted evaluations within 60 calendar days. Parents do receive a written report within the 60 calendar timeline.

GIEPs are strength-base documents, that include annual and short term goals, as well as SDIs.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

The Fairfield Area School District offers a continuum of opportunities for gifted support programming. Acceleration and/or enrichment are offered in both the regular education and gifted education instructional settings.

Developmental Services

| Developmental Services | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Academic Counseling | X | X | X | X |
| Attendance Monitoring | X | X | X | X |
| Behavior Management Programs | X | X | X | X |
| Bullying Prevention | X | X | X | X |
| Career Awareness | X | X | X | X |
| Career Development/Planning | X | X | X | X |
| Coaching/Mentoring | X | X | X | X |
| Compliance with Health Requirements –i.e., Immunization | X | X | X | X |
| Emergency and Disaster Preparedness | X | X | X | X |
| Guidance Curriculum | X | X | X | X |
| Health and Wellness Curriculum | X | X | X | X |
| Health Screenings | X | X | X | X |
| Individual Student Planning | X | X | X | X |
| Nutrition | X | X | X | X |
| Orientation/Transition | X | X | X | X |
| RTII/MTSS | X | X | X | X |
| Wellness/Health Appraisal | X | X | X | X |
| Speech & Language Therapist | X | X | X | X |
| Occupational Therapist | X | X | X | X |
| Physical Therapist | X | X | X | X |
| Mental Health/Drug & Alcohol Counselor | | X | X | X |
| School Psychological Services | X | X | X | X |
| Vision Therapist | X | X | X | X |

Explanation of developmental services:

Direct services are provided to all students through a variety of strategies. Each of these services is designed for all students and includes information, activities, and processes to assist in their development. Students receive orientation upon entering the district, beginning a new school year, transitioning into a new building. Often this information is provided in small group settings and is delivered by the school principal or other appropriate staff member. Academic counseling and career development is provided by the school counselors as well as the individual teachers. Counselors work with classroom teachers to assist students in the selection of appropriate courses for their academic success and interest. Throughout the student's school career, students are provided with opportunities to prepare for the transition to careers and post-secondary schooling. The principal, classroom teachers, school counselors, school psychologists, intervention specialists monitor student performance and progress consistently, to ensure that every support is provided to the student as needed for their success.

The school nurse provides regular appraisals of normal development to include height, weight, vision, hearing, scoliosis, body mass index, and dental hygiene. In addition, the nurse is available to all students as needed for immediate health care needs and support. Attendance in school is necessary for success. Regular attendance is reinforced for all students. A procedure has been implemented to monitor the attendance of every child.

Parent or guardians are contacted if they have not reported their child to be absent in an effort to ensure the safety of all children. In addition, a process is in place to follow up with all parent or guardians of students that have repeated absences. Letters stating the dates of absences are provided and referral to the district justice is made for those that are chronically absent or truant. In addition to this process, those students with attendance concerns are also referred to the Student Assistance Program for additional support as needed.

The wellness of each child is supported by all members of the staff. Food service staff promotes healthy food choices. Buildings and grounds staff provide waterless hand sanitizer as well as clean facilities to minimize germ transmission. School nurses and health/physical education teachers provide informational handouts, posters, and announcements regarding healthy choices for eating, sleeping, exercise, and prevention of germ and disease transmission. All staff incorporates wellness information into daily curriculum and discussion.

All schools use a Child Study Team (CST) approach in conjunction with data to monitor progress, to evaluate and implement interventions, and to apply effective behavioral procedures for students to be successful in school.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

When students are experiencing difficulty and not succeeding to the best of their ability, the district intervenes with the child and the family through a team approach to address the concern. The concerns experienced could include academic, social, emotional, or behavioral issues. Fairfield Area School District employs a variety of strategies to provide the necessary supports for each child. The strategies for supports provided may include academic support through remediation and focused learning, evaluation for learning

difficulties, social skills and behavioral intervention strategies, supportive counseling groups, one-on-one supportive counseling sessions, clear and consistent guidelines and consequences, and home bound instruction. Intervention planning and student support meetings provide a means to review the progress of every student and initiate a request for assistance for those students that may be experiencing a concern or barrier to their success in school. In addition, assessments through interviews, observation, or testing may be utilized to identify specific strengths or weaknesses for each child. School principals, counselors, psychologist, teachers, and other pupil service staff work as a team to intervene and refer each child for the needed support. The Student Assistance Program (SAP) is an active vehicle at the secondary level for intervening and referring students and families in need of support. These supports may include resources within or outside of the school.

Consultation and Coordination Services

| Consultation and Coordination Services | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Alternative Education | | 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 |
| Individual Health Plans | X | X | X | X |

Explanation of consultation and coordination services:

When students are experiencing ongoing problems, the district intervenes with the child and the family through a team approach to address the concern. The concerns experienced could include academic, social, emotional, or behavioral issues. Fairfield Area School District partners with many institutions and agencies to provide the necessary supports for each child. School supports and services are explored and implemented prior to a more restrictive placement outside of the school setting. The supports provided may include therapeutic support services (TSS), mobile therapy, behavioral specialist intervention, psychiatric or psychological evaluation, placement in an alternative education setting, placement in a treatment facility, Children and Youth Agency services, and case management services.

Memorandums of Understanding with the Pennsylvania State Police, and the Adams County Juvenile Probation Department have provided additional support and resources when needed for concerns that may involve legal or criminal actions by the child. These agencies

work in tandem with the school to support the child and the family. They provide consultation to the school and can assist with staff development and parent education as needed. In addition, the district provides the families information to outside resources, by maintaining open lines of communication and remaining apprised of resources available for support within the community. Lastly, the district's Child Accounting Coordinator plays a key role in overseeing kindergarten through 12th grade attendance issues and compliance with school policy and state regulations related to school attendance.

Communication of Educational Opportunities

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

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

Fairfield Area School District has Student Assistance Program (SAP) teams at the Middle, and High School levels to support all students in grades 5--12. Each team's membership includes the building principal, school counselors, school nurse, and teachers from various grade levels including regular education and special education, and county liaison from mental health and drug and alcohol services. All members have completed the required Student Assistance Program training from a Commonwealth Approved Trainer.

Additionally, each team engages in maintenance sessions and professional development opportunities to enhance the effectiveness of this supportive program and process.

Each team meets weekly and accepts referrals of students who may be experiencing academic or social problems. The referrals may be generated from a parent/guardian, teachers or other staff member, coach, peer, self-referral, or from any concerned person.

Each team provides information and education about the program to all staff, parents, and students in an effort to maintain the awareness of this program.

Once a referral is received, a case manager is assigned. The goal of the team in assigning a case manager is to increase the opportunity for connection with a significant adult in each student's life. The case manager makes immediate contact with the parent/guardian in order to obtain written permission to proceed with the process as well as open the lines of communication between home and school for support. Through data collection from various sources, including an interview with the student, the team is able to develop a plan for intervention.

The plan or recommendations for intervention include both in school and out of school resources. Assistance with obtaining a connection with any of these resources is a key function of the team. As the needs of the children and families has increased over the years, the SAP teams in the Fairfield Area School District have increased their knowledge of community resources to support the families such as food banks, clothing banks, shelters, access to community agencies for financial, cash, or medical assistance, or links to providers for transportation to or from appointments.

Once a student or family has been linked with the needed supports, the mission of the SAP team is to continue to provide ongoing monitoring and connection with the student as well as assistance with transition back into the school setting, if an outside placement has been necessary.

The SAP teams in the Fairfield Area School District support a number of students and their families each year through intervention and referral to resources. Our district's school counselors and mental health worker have played key roles in assisting families to acquire these services.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Child Care:

The Fairfield Area School District works with the local YMCA to coordinate services for before and after school care of our students at our elementary building.

After School Programs:

The Fairfield Area School District offers various after school programs to improve student progress that may include tutoring, additional enrichment and homework support.

Tutoring:

The Fairfield Area School District supports different levels of tutoring throughout the school district from full-day kindergarten to peer tutoring and teacher tutoring of students in order to support students to make grade completion or graduation.

Youth Workforce Development Programs:

The Fairfield Area School District works with the Lincoln Intermediate Unit to have a Work Experience Coordinator assist our students to obtain work experience in the community in preparation for graduation. These experiences have proven to be most beneficial for students who have less academic ambitions but still need to work toward their graduation credits.

In addition, students who participate in the Adams County Tech Prep Program are provided with career ready skills in selected occupational areas with work experience options.

The Fairfield Area High School through its connection with the Adams County Chamber of Commerce participates in a Mentoring Program to increase student success.

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 Fairfield Area School District works closely with the Adams County School Readiness Transition Council to target preschool and early intervention. Currently, the district is developing a preschool night for three and four year olds. The district will be contacting all local daycares, preschools, and Headstart to spread the word of this event. The goal of the evening is to assist families and children with a smooth transition into kindergarten. Parents will receive mini parenting and literacy workshops, and early literacy materials for their child.

The Special Education Department of the Fairfield Area School District coordinates activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access by working with the Lincoln Intermediate Unit to hold annual preschool transition meetings for students with preschool IEPs. The meetings are comprised of parent, child, preschool teacher, IU preschool coordinator and district special education director. The meetings are held to discuss the needs of the student, services to be provided and where these concerns can best be met. The Fairfield Area School District offers a continuum of services and placement to meet the needs of all children. The outcome of the preschool meeting is for students with disabilities to have a seamless transition from preschool to kindergarten.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Grade level curriculum writing and mapping teams across district are currently meeting to aligned with the PA Common Core Standards.

Principal ensure each teacher has materials, MTSS process in place K-4 with progress monitoring to indicate differentiation of growth.
The district is in the process of reviewing current resources to align with the new standards.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Grade level curriculum writing and mapping teams across district are currently meeting to aligned with the PA Common Core Standards.

Principal ensure each teacher has materials, MTSS process in place K-4 with progress monitoring to indicate differentiation of growth.

The district is in the process of reviewing current resources to align with the new standards.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The district reviews curriculum mapping and alignment on a rotating cycle.

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

Provide explanation for processes used to ensure Accomplishment.

Grade level curriculum writing and mapping teams across district are currently meeting to aligned with the PA Common Core Standards.

Professional Development for teachers in grades 9-12 is a focus of Differentiated Instruction in order to improve on our ability to accommodate diverse levels of student motivation, performance and educational needs.

The district is in the process of reviewing current resources to align with the new standards.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

| Standards | Status |
|---------------------------|---|
| Arts and Humanities | Implemented in less than 50% of district classrooms |
| Career Education and Work | Implemented in less than 50% of district classrooms |
| Civics and Government | Implemented in |

| | |
|---|---|
| | 50% or more of district classrooms |
| PA Core Standards: English Language Arts | Implemented in 50% or more of district classrooms |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Implemented in 50% or more of district classrooms |
| PA Core Standards: Mathematics | Implemented in 50% or more of district classrooms |
| Economics | Implemented in less than 50% of district classrooms |
| Environment and Ecology | Implemented in 50% or more of district classrooms |
| Family and Consumer Sciences | Implemented in less than 50% of district classrooms |
| Geography | Implemented in less than 50% of district classrooms |
| Health, Safety and Physical Education | Implemented in 50% or more of district classrooms |
| History | Implemented in 50% or more of district classrooms |
| Science and Technology and Engineering Education | Implemented in less than 50% of district classrooms |
| Alternate Academic Content Standards for Math | Implemented in less than 50% of district classrooms |
| Alternate Academic Content Standards for Reading | Implemented in less than 50% of district classrooms |

| | |
|---|---|
| American School Counselor Association for Students | Implemented in 50% or more of district classrooms |
| Early Childhood Education: Infant-Toddler; Second Grade | Implemented in less than 50% of district classrooms |
| English Language Proficiency | Implemented in less than 50% of district classrooms |
| Interpersonal Skills | Implemented in less than 50% of district classrooms |
| School Climate | Implemented in less than 50% of district classrooms |

Further explanation for columns selected”

The Fairfield Area School District has also relied upon other resources for the purposes of planning for student achievement.

Elementary Education-Intermediate Level

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

| | |
|--|---|
| | district classrooms |
| Economics | Implemented in less than 50% of district classrooms |
| Environment and Ecology | Implemented in 50% or more of district classrooms |
| Family and Consumer Sciences | Implemented in less than 50% of district classrooms |
| Geography | Implemented in less than 50% of district classrooms |
| Health, Safety and Physical Education | Implemented in less than 50% of district classrooms |
| History | Implemented in 50% or more of district classrooms |
| Science and Technology and Engineering Education | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Math | Implemented in less than 50% of district classrooms |
| Alternate Academic Content Standards for Reading | Implemented in less than 50% of district classrooms |
| American School Counselor Association for Students | Implemented in 50% or more of district classrooms |
| English Language Proficiency | Implemented in less than 50% of district classrooms |
| Interpersonal Skills | Implemented in less than 50% of district classrooms |
| School Climate | Implemented in |

| | |
|--|--------------------------------------|
| | less than 50% of district classrooms |
|--|--------------------------------------|

Further explanation for columns selected”

The Fairfield Area School District has also relied upon other resources for the purposes of planning for student achievement.

Middle Level

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

| | |
|--|---|
| | classrooms |
| Health, Safety and Physical Education | Implemented in less than 50% of district classrooms |
| History | Implemented in 50% or more of district classrooms |
| Science and Technology and Engineering Education | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Math | Implemented in less than 50% of district classrooms |
| Alternate Academic Content Standards for Reading | Implemented in less than 50% of district classrooms |
| American School Counselor Association for Students | Implemented in 50% or more of district classrooms |
| English Language Proficiency | Implemented in less than 50% of district classrooms |
| Interpersonal Skills | Implemented in less than 50% of district classrooms |
| School Climate | Implemented in less than 50% of district classrooms |
| World Language | Implemented in less than 50% of district classrooms |

Further explanation for columns selected”

The Fairfield Area School District has also relied upon other resources for the purposes of planning for student achievement.

High School Level

| Standards | Status |
|---------------------|----------------|
| Arts and Humanities | Implemented in |

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

| | |
|--|---|
| Alternate Academic Content Standards for Math | Implemented in less than 50% of district classrooms |
| Alternate Academic Content Standards for Reading | Implemented in less than 50% of district classrooms |
| American School Counselor Association for Students | Implemented in 50% or more of district classrooms |
| English Language Proficiency | Implemented in less than 50% of district classrooms |
| Interpersonal Skills | Implemented in less than 50% of district classrooms |
| School Climate | Implemented in less than 50% of district classrooms |
| World Language | Implemented in less than 50% of district classrooms |

Further explanation for columns selected”

The Fairfield Area School District has also relied upon other resources for the purposes of planning for student achievement.

Early Warning System

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

Not answered

Professional Education

Characteristics

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

| District's Professional Education Characteristics | EEP | 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 Fairfield Area School District elementary school has a Title I plans in which parents are involved as part of the Title I requirements. Surveys are conducted after each professional development session in order to align training with teacher and staff needs. In addition, Fairfield Area School District participates in the Adam's County Consortium for teacher and staff professional development in order to maximize offerings for our teachers and staff.

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

Not applicable

Educator Discipline Act 126, 71

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

| Questions |
|---|
| The LEA has conducted the required training on: |
| 6/4/2019 All professional staff trained and certificated at a total of 3 hours each on-line |
| 8/20/2019 All support staff trained and certificated at a total of 3 hours of on-line |
| The LEA plans to conduct the required training on approximately: |
| 6/1/2023 All professional staff will be re-trained by this date |
| 8/3/2023 All support staff will be re-trained by this date. |
| 12/1/2021 All professional Staff to be trained 3 hrs. |

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: |
| 1/15/2016 All staff received 2 the initial 2 hours of training |
| 5/13/2016 Remainder of required hours were provided |
| The LEA plans to conduct the training on approximately: |
| 1/4/2022 All required re-training hours will be completed by this date |

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 plans to conduct the training on approximately: |
| 8/17/2021 The LEA is currently developing the curriculum and materials to support it. Teachers will be trained in August 2022 with full implementation during the 2022-23 school year. |

Strategies Ensuring Fidelity

Checked answers

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

- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- 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.

Professional development activities are approved based upon the alignment to school and district goals. Surveys are conducted to ensure that the professional development is based upon the needs of teachers and staff. School administrators conduct walk-through as well as monitor expectations for the implementing school and district initiatives. School and district administrators monitor implementation of professional development activities through the use of lesson plans, formal and informal observation, and walk-throughs. For non-certified staff such as nursing monitoring is done through compliance of specific PD task such as CPR certification. Schools also align and monitor instruction based upon data during district-wide data days as well as during school team meetings.

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

Not applicable

Induction Program

Checked answers

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

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

Unchecked answers

None.

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

The Adams County Teacher Induction Program is planned and coordinated by a planning committee made up of one representative from each of the six Adams County Schools. The Induction Committee plays an important role in the following: 1. Developing the Teacher Induction Plan, 2. publishing a Teacher Induction Notebook for participants, 3. Designing and conducting joint teacher Induction workshops and seminars, and 4. Recommending Induction activities to be carried out at the district and building level.

The Adams County Induction Program begins with two days based on research based topics determined to be the focus for the year by the county committee. Additional topics for the first two days include "Preparing for School", which includes presentations on "Code of Professional Practice and Conduct for Educators", "Teacher Effectiveness", "Child Abuse", "Suicide" and other topics determined to be a focus for that year.

The County Induction includes bi-monthly meetings with the following focused topics: October: county-wide in-service day on research based topics of need determined by the county committee; October: Diversity; December: Poverty/Community Resources; February: Emerging Needs and April: Reflection.

In addition to these county-wide meetings, all new teachers meet within their home districts for additional training. The Fairfield Area School District's Induction Program helps teachers to more effortlessly acclimate so that they may accomplish the overall goal of educating students. The goals for the Fairfield Area School District's Induction Program are: to acclimate new employees to the school district procedures and policies; to provide resources, a time and a place to ask questions, solve problems and voice concerns; to provide proper support and training in relation to the position; to problem solve regarding stressors experienced by new teachers, and to enhance and expand teacher strategies inside the classroom. These goals are accomplished through monthly meetings, classroom observations and carefully selected and trained mentors.

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

N/A

Needs of Inductees

Checked answers

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

Unchecked answers

None.

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

The Adams County Teacher Induction Program is planned and coordinated by a planning committee made up of one representative from each participating school entity. The Induction Consortium provides each inductee with a comprehensive manual focusing on Consortium and local goals based upon best practices. Seminars conducted under the auspices of the Adams County Teacher Induction Program are designed to address some of the general concerns faced by all beginning teachers. The seminars, scheduled throughout the school year, provide opportunities to meet and share first year experiences with beginning teachers from other schools and school entities. Specific needs of individual

beginning teachers are assessed at the building level both formally and informally throughout the school year. At the Adams County Teacher Induction Program level, induction participants are asked to identify additional seminar topics at mid-year. These recommendations are used to develop an "Emerging Needs Seminar" to take place in the spring of the year.

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

N/A

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

The selection of mentors will be guided by the "Essential Qualities of a Mentor Teacher":

- a. Knowledge and skills in the classroom.
- b. A commitment to the teaching profession and service to children.
- c. Instructional leadership.
- d. The ability to teach the district standards-based curriculum.
- e. The use of appropriate, effective problem-solving techniques.
- f. The use of a variety of instructional, classroom organizational, management and grouping techniques,
- g. The ability to convey enthusiasm for a subject to students.
- h. A willingness to give special attention to students requiring assistance.
- i. Success in fostering excellent student performance.
- j. The ability to give and receive constructive criticism.
- k. The ability to effectively communicate with colleagues, parents and students.
- l. Knowledge of policies and procedures within the specific school building.

Further, the Fairfield Area School District will seek to recruit mentor teachers who:

- a. are tenured.
- b. Hold an Instructional II Certificate.
- c. Have taught a minimum of two years with the school entity.
- d. Are recognized and respected by colleagues.
- e. Teach at the same grade level or in the same subject area as the beginning teacher.
- f. Are assigned to classrooms in close proximity to the beginning teacher.

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

N/A

Induction Program Timeline

| Topics | Aug-Sep | Oct-Nov | Dec-Jan | Feb-Mar | Apr-May | Jun-Jul |
|---|---------|---------|---------|---------|---------|---------|
| Code of Professional Practice and Conduct for Educators | X | | | | | |
| Assessments | | X | | X | | |
| Best Instructional Practices | X | X | X | X | | |
| Safe and Supportive Schools | X | | X | | | |
| Standards | X | X | X | | | |
| Curriculum | X | | | | | |
| Instruction | X | 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.

N/A

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Each beginning teacher is expected to attend all Adams County workshops, seminars, local induction activities and building induction team meetings. In addition, beginning teachers must meet local expectation regarding peer visitations and maintain a log of induction activities' that provides the documentary base for entries on the Teacher Induction Criteria for Completion Form, This form, which includes a record of attendance for all consortium seminars, district and building level meetings and peer visitations, must be signed by all members of the building-level induction team and then submitted to the school district office for verification of completion of the program. All course are uploaded to the Act 48

System.

Fairfield Area School District will maintain records of those beginning teachers completing the induction process by:

- 1) giving each beginning teacher completing the program certification of this accomplishment,
- 2) placing a copy of the certification with the signed Teacher Induction Criteria for Completion Form in the teacher's personnel file. Participants in each County Induction Seminar will be asked to evaluate the effectiveness with which it achieved its intended goals/objectives.

Summaries of the responses to these instruments will be reviewed annually by the County Induction Council as a means of making recommendations for program improvement. In addition, induction participants may be surveyed on ongoing bases as well as at the end of the school year to determine the effectiveness of local level induction activities and the appropriateness of topics.

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: **132**

Identification Method

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

The Fairfield Area School District currently uses the "Discrepancy Model" for identifying students with specific learning disabilities. All students must go through a pre-referral process within the general education environment conducted by the Child Study Team (CST) with tiered interventions. Tier One focuses on providing effective core classroom instruction while identifying students who are in need of intervention. Tier Two provides scientifically based strategies and interventions to targeted regular education students. Tier Three provides intensive interventions and is targeted to students who have not made expected progress with Tier Two. The district also holds grade level meetings where skill needs are identified within the grade level, and grade level strategies and interventions are discussed. The pre-screening process is a team approach that targets the specific needs of each student, be it academic, behavioral, and/or emotional; and begins when a concern is expressed by someone who is familiar with the student, such as a parent, teacher or the student themselves. Highly qualified personnel provide interventions, strategies, and monitor progress of the student. A student who doesn't demonstrate adequate progress through monitoring as a result of interventions is referred for a multidisciplinary evaluation. The district is transitioning to the MTSS (Multi-tiered System of Supports) but not at this time.

The Fairfield Area School District recognizes that Federal Regulations supports both the Discrepancy Model and the Response to Instruction and Intervention/RtII Model for the identification of students with Specific Learning Disabilities. The District uses the following criteria goal for identification: The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development. The evaluation process considers levels of cognitive ability and achievement in the academic areas of oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, and mathematic problem solving. A multidisciplinary evaluation (MDE) is used to determine if the student is not achieving adequately in one or more of these areas by evaluating all areas of presumed need that have been identified by the Child Study Team's screening process. Sources of data to document lack of achievement may include results of the benchmark assessments conducted as part of the screening process; progress monitoring data collected during the provision of early intervening services; the student's performance on district assessments such as MAP, CDT, DRA or statewide tests of achievement such as PSSA scores and PVAAS projection measures of growth. In addition, norm referenced tests of academic achievement may also be used.

Any student who moves into the Fairfield Area School District from out of state with an Individualized Education Plan (IEP) receives a complete psychological evaluation to determine eligibility in Pennsylvania. This evaluation is completed within the required 60 day time line. Pending the completion of the evaluation, provisions of specially designed instruction based on the "move in" special education paperwork are provided. The Fairfield Area School District provides a comprehensive special education program to any student who is evaluated and deemed eligible. Eligibility is determined through a multidisciplinary evaluation which determines that the child has a disability under the Individuals with Disability Education Improvement Act of 2004 (IDEIA 04) and who requires specially

designed instruction to make meaningful progress in the regular education curriculum. The Fairfield Area School District provides a full continuum of services to ensure that every student receives a free and appropriate public education in the least restrictive environment. Reevaluations are conducted every two years for a student with a diagnosis of Intellectual Disability, and every three years for other identified students. The reevaluation is conducted to ensure that the programs and services provided are appropriate. Reevaluations are also conducted by the certified school psychologist upon parent and/or team request. Progress monitoring for all identified students is ongoing and reported at least quarterly to parents.

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 Penn Data website. You can view your most recent report. The link is:

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

The Fairfield Area School District's Special Education Data Report for SY (school year) 2018-2019 shows that there is one area of disproportionality. The percentage of students identified with a Speech/Language Impairment in the district is now 17.1%, while the state percentage is 14.3 %. The district added early intervention speech groups to the primary grades at our elementary school to address developmental speech concerns with the goal of decreasing the number of students who need direct Speech/Language Therapy in later years. Additionally, the LIU # 12 Speech/Language Clinician serves as a resource to the teachers in district. The intervention has appeared to work for the district the gap is much smaller.

The second disproportionality is a reflection of the district's early intervention efforts. While the state average for students identified as needing special education is 17.3 %, the LEA average is only 12.3%. This is a direct result of the district's early intervention efforts via CST, and the professional development regarding how to support students with special needs in the regular education environment with accommodations and modifications. This gap in percentages has dropped very little over the three year period.

Non-Resident Students Oversight

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

2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Fairfield Area School District currently has no 1306 facilities within its residency boundaries.

Fairfield Area School District does have students that fall under the category of 1306 that are placed outside the district in various facilities. These students have been placed into the facility by either an outside agency or have been court appointed. Should the district be notified of Individualized Education Plan (IEP) team meetings, the Director of Special Education is present at the meeting either in person or via telephone.

It is often difficult to ensure that these students are receiving a Free and Appropriate Public Education (FAPE), due to the fact that facilities do not always invite the student's home district Director of Special Education to participate in the meeting, or fail to provide current special education paperwork to the home district. The Director of Special Education contacts the facilities in order to obtain current special education paperwork.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The Fairfield Area School District, in cooperation with the Lincoln Intermediate Unit # 12 (LIU), operates an educational program in the local correctional institutions for all incarcerated students who are or may be eligible for special education services. LIU procedures are established and followed in order to notify school district when school age youth enter the facilities. School records are sent to the facility in order to identify anyone eligible for special education services. Students may be evaluated while incarcerated if there is a reason to believe the youth may have a disability and be in need of specially designed instruction. The school district works in conjunction with the LIU to complete the evaluation. Should the district have any students that are incarcerated, the Director of Special Education will be in contact with the appropriate staff at the facility, whether through e-mail, phone, or in person, and will meet with the team at the site of incarceration. Students are eligible for a diploma from the home school district when the Director of Special Education determines that the work completed meets school district criteria for graduation.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are

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

The Fairfield Area School District is committed to providing special education and related services within the regular education environment whenever possible. The team that makes decisions regarding student placement consists of the student's parents, student (as appropriate), local education agent (LEA), certified school psychologist, regular and special education teacher, and other individuals deemed necessary by either the parents or LEA. The team utilizes a variety of pieces of documentation in order to review the student's current placement and discuss the success of such placement or need for additional support. The documents may include: attendance records, student's grades, behavioral or academic information from any teacher, behavior report, Evaluation/Reevaluation Reports, current Individualized Education Plan (IEP) and corresponding progress monitoring, parent input, assessment data, intervention data, psychiatric evaluation, and office referrals. The Multidisciplinary Team (MDT) and IEP teams initially place students in the least restrictive level of intervention that will meet their needs. This level is increased or decreased as deemed necessary by the IEP team based on progress monitoring data. Special education students typically use the same curriculum and assessments as their regular education peers with adaptations and modifications as deemed necessary by the IEP team. Students who are not educated with their non-disabled peers, such as those in a center-based environment or those in a regular education building but being educated in a pull out special education class, have been deemed by the IEP team to be in need of an alternative curriculum. Even with Supplementary Aids and Services in place, these students were not able to meet with success, therefore, the students were placed into a more restrictive setting. Although this setting may not include non-disabled peers, the students are meeting with success and are reaching their educational goals.

Fairfield Area School District uses Supplementary Aids and Services to meet the individual needs of the special education population through a non-stigmatizing way to all students who need them, providing a relevant educational benefit. The district provides general and special education teachers with common planning time to assist in the collaborative process. Para-professionals work with both regular education and special education teachers and students. Professional development is also provided to staff on Autism, Reading, Mathematics, and Differentiated Instruction. The district collaborates with

parents through meetings, e-mails, and via phone. Furthermore, the district regular and special education teachers differentiate instruction and materials to meet the diverse learning needs of all students. Some examples of Instructional Supplementary Aids and Services are: activating prior knowledge through previewing concepts and vocabulary; providing multiple practice opportunities; immediate feedback, assistive technology, and simultaneous multi-sensory strategies employing visual, auditory, tactile modalities. Additional uses of technology include: sound amplification system, word prediction, enlargement of texts and books available on tape/CD, and voice amplification computer to name a few. Physical Supplementary Aids and Services include a wide array of components, such as: preferential seating nearest to the teachers' main instructional area; seating away from noises such as heaters and fans; structural aides (grab bars, wheelchair accessibility, etc); and adaptive equipment. Social-Behavioral Supplementary Aids and Services provide support and services to increase appropriate behavior and decrease non-appropriate behavior. The district uses methods such as: School Wide Positive Behavior Intervention Support (SWPBIS), school-based mental health counseling, social groups facilitated by school guidance counselor, buddy program, Olewus Bullying Program, social skills instruction, and individual Positive Behavior Support Plans.

The district is in the early stages of implementing a Multi-tiered Systems of Support (MTSS) model to ensure that interventions and support services are first implemented in the regular education environment. Building level teams include regular and special education teachers that collaboratively develop supports and interventions to ensure students are educated in the least restrictive environment. The ongoing collaboration between regular and special education teachers allows for students with disabilities to be in the least restrictive environment.

At the elementary level, some of the MTSS components include: Triumphs Reading, Treasure Chest Reading, Wilson Reading, and Quick Reads, Soar to Success, Reading Recovery, Read 180, Study Island, and Touch Math. Tiered instruction is provided as follows: Core programs are delivered by content/classroom teachers with Tier 1 interventions to the whole class as deemed necessary through formative and summative assessments. Tier 2 Interventions are implemented through small groups during Instructional time by Math and English teachers; targeted instruction is planned in accordance with MAP results (K-8). Tier 3 interventions are provided through a designated program to meet each student's specific needs. Students are broken into groups that are smaller than the Tier 2 groups until they have met the goal for each standard.

The Fairfield Area School District has implemented the full inclusion model in all buildings. Students receive Supplementary Aids and Services within the regular education setting. Teachers have the opportunity to team with Lincoln Intermediate Unit (LIU) or Adams County Consortium staff in facilitating the supplementary aids and services tool kit to determine student needs. The district has the opportunity to refer students to the LIU for Assistive Technology Assessments. The LIU team identifies the student's needs and a variety of technology to determine which device best meets each student's needs. Fairfield has utilized LIU consultants to provide training in functional behavioral assessments and reading. The district employs outside consultants to provide training in

math and reading for our staff.

In regards to SPP Indicator 5, our Penn Data report indicates the following school enrollments and percentages:

School Enrollment inside Regular Education Classroom 80% or more is higher (66.4%) as compared to the State average of (61.5%).

Inside the Regular Education Classroom, less than 40% is slightly higher (9.7%) as compared to the State average of (9.4%)

School enrollment in other settings is higher (9.7%) as compared to the State average of (4.8%). Our district operates as a consortium school with two other neighboring districts addressing Intensive Learning Support, Emotional Support and Life Skills Support. In addition, we contract with our Intermediate Unit #12 for Autism support and Multiple Disabilities. Obviously, all of these student placements were IEP team decisions and are continuously monitored for any potential transition back to the home school.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Fairfield Area School District and community takes the concept of school wide positive behavior seriously. Fairfield Area School District (K-12) have implemented SWPBIS (School Wide Positive Behavior Intervention and Supports) with fidelity and has trained all professional and support staff. In the development of their school-wide program, the elementary staff developed the "Fairfield Knights Shield" code of conduct which is linked to the high school's Seven Virtues of a Fairfield Knight. The elementary shield stands for: S- Show Respect, H-Hands and Feet, I-I Am Positive, E-Everyone Is Safe, L-Listen and Watch, D- Do Your Best; and covers seven areas students interact within (classroom, halls, recess, cafeteria, restroom, bus, and assemblies). At the middle school level, the school wide program focuses also on SWPBIS, using the Seven Virtues of a Knight and is fully implemented with fidelity at the Middle School. Finally at the high school, in an effort to not only decrease disciplinary referrals but to also increase school spirit, staff and administration have developed the "The Seven Virtues of a Fairfield Knight." The seven virtues for the Middle School and High School are: Courage, Resolve, Mercy, Generosity, Integrity, Scholarship, and Enterprise. Each of the seven virtues also has a defining statement associated with it.

The Lincoln Intermediate Unit (LIU) trainers have also provided training in Functional Behavior Assessments (FBA) and Positive Behavior Support Plans (PBSP) to Child Study Teams and Pre-referral Teams. In addition, a team consisting of administrators, regular and special education teachers, and school counselors have been sent to FBA/PBSP training presented by the LIU and Pennsylvania Training and Technical Assistance Network

(PaTTAN) staff. In response to these trainings, the administration has purchased the Student Discipline Module of our student management system from MMS. This module allows both building and central-office administrators track discipline referrals and suspensions for specific discipline areas that may need either an alternate method of intervention or retraining of staff. However, the district will be moving to Skyward for their Student Information System for the 2020-21 school year. In addition, Functional Behavioral Assessments (FBAs) and PBSPs are reviewed and developed for students with Individual Education Plans (IEPs) receiving In-School Suspension (ISS) or Out-of-School Suspension (OSS) as the data identifies such a need.

Starting this school year 2019-20, the district has started training their teachers and support staff in "Safety Care". The focus in Safety Care is on prevention, safety, and humane, supportive, evidence-based interventions. There's an emphasis on deescalation and preventing a behavioral crisis. The district's administrators will be trained this summer to continue the cycle of training.

The Fairfield Area School District also contracts with the York/Adams Mental Health and Drug/Alcohol Program in order to provide the district with a cross-trained Student Assistance professional. The cross-trained counselor is integral member of both the middle and high schools' Student Assistance Programs (SAP). In addition, the counselor provides: (1) substance abuse and mental health assessment services; (2) student assistance program core team consultation services; (3) drug and alcohol and mental health treatment services; (5) crisis intervention services; and (4) auxiliary services such as co-facilitation of school-based groups, as well as in-service programs.

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 Fairfield Area School District employs a team approach to resolve and locate educational placements and services for hard to place students with disabilities. An interagency Child and Adolescent Service System Program (CASSP) meeting can be arranged to coordinate community, Mental Health/Intellectually Disabled agencies, juvenile probation, drug and alcohol agencies, and school services that are available to assist the student and family.

The district has students throughout the year that are placed in partial hospitalization programs and long term partial settings. The district also has students in both the Lincoln Intermediate Unit's (LIU # 12) and Upper Adams School District's alternative educational

settings.

Students returning from a Residential Treatment Facility (RTF) with multiple needs represent a population that have at time presented as difficult for which to locate appropriate placement options. The District holds an Individualized Education Plan (IEP) meeting prior to discharge when the residential placement has provided the district with sufficient notice of release of the student.

Fairfield Area School District also works in collaboration with the LIU #12 in order to ascertain placement for students who are difficult to place.

Fairfield Area School District is offering parents of cyber schooled students in grades K-12, the option to enroll in its district cyber program. Students are permitted to enroll full-time or part-time in this program. Students enrolling part-time spend the remainder of their day in a traditional brick-and-mortar classroom for instruction. Fairfield students who have an IEP and are enrolled in our district operated cyber program receive case management support via a district special education teacher. High school students in our district cyber program are also eligible for tutoring support in school.

Although the Fairfield Area School District has implemented behavior support programs and plans, the district continues to have students that exhibit both behavioral and mental health needs that cannot be met within the district. For students who do not meet the criteria for placement in Alternative Education for Disruptive Youth (AEDY) Program , the district collaborates with both the LIU #12, Bermudian Springs School District(BSSD) and Upper Adams School District (UASD) for such placements. The District anticipates that we will continue to collaborate with both the LIU, BSSD and UASD in order to meet student needs.

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 |
|---|------------------------------|-----------------------|---------------------------|
| Upper Adams School District | Neighboring School Districts | LSS | 7 |
| Lincoln Intermediate Unit #12 | Neighboring School Districts | Autism | 6 |
| Franklin Learning Center | Special Education Centers | MDS | 4 |
| Franklin Learning Center | Special Education Centers | LSS | 2 |
| Lincoln Intermediate Unit # 12 | Neighboring School Districts | TES | 3 |
| Bermudian Springs School District | Neighboring School Districts | ES | 4 |
| Lincoln Intermediate Unit # 12 | Neighboring School Districts | DHH | 1 |
| Laurel Hall School | Out-of-State Schools | Autistic Support | 1 |
| Upper Adams School District | Neighboring School Districts | Intervention | 1 |
| Lincoln Intermediate Unit # 12 - Adams County Learning Center | Other | Alternative Education | 1 |
| River Rock | Special Education Centers | Alt Ed | 1 |
| Franklin Learning Center | Special Education Centers | Autism Support | 1 |

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 29, 2016

Reason for the proposed change: Update program information.

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|------------------|-----------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 7 to 10 | 1 | 0.1 |
| Locations: | | | | |

| | | | | |
|--------------------------------|-------------------------------|---|--|--|
| Fairfield Area Elementary - JS | An Elementary School Building | A building in which General Education programs are operated | | |
|--------------------------------|-------------------------------|---|--|--|

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 5 to 10 | 13 | 0.9 |
| Justification: Students transitioning in from Early Intervention Services. Student groupings will maintain age range limits. | | | | |
| Locations: | | | | |
| Fairfield Area Elementary - JS | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 21, 2018*Reason for the proposed change:* Due to changes in building student demographics required movement of rooms.**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 7 to 10 | 7 | 1 |
| Locations: | | | | |
| Fairfield Area Elementary School - JSn | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 21, 2018*Reason for the proposed change:* Change in student demographics**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 13 | 1 | 0.1 |
| Locations: | | | | |
| Fairfield Area Middle School - LB | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|--------------------------|---|----------|-----|
| Itinerant | Learning Support | 10 to 13 | 6 | 0.9 |
| Locations: | | | | |
| Fairfield Area Middle School - LB | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #4*Operator:* School District**PROGRAM DETAILS**

Type: Position

Implementation Date: August 21, 2018

Reason for the proposed change: Change in student demographics

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|--------------------------|---|----------|------|
| Itinerant | Learning Support | 10 to 13 | 7 | 0.92 |
| Locations: | | | | |
| Fairfield Area Middle School - PA | 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 | 10 to 13 | 1 | 0.08 |
| Locations: | | | | |
| Fairfield Area Middle School - PA | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 29, 2016

Reason for the proposed change: Update Program information.

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|--------------------------|---|----------|-----|
| Itinerant | Learning Support | 10 to 13 | 9 | 1 |
| Locations: | | | | |
| Fairfield Area Middle School - BE | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 29, 2016

Reason for the proposed change: Change of service/placement for a student

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 14 | 6 | 0.88 |
| Locations: | | | | |
| Fairfield Area Middle School - LS | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------|------------------|-----------|----------|------|
| Itinerant | Learning Support | 10 to 14 | 1 | 0.12 |
| Locations: | | | | |

| | | | | |
|--------------------------------|--------------------------|---|--|--|
| Fairfield Area School District | A Middle School Building | A building in which General Education programs are operated | | |
|--------------------------------|--------------------------|---|--|--|

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 21, 2018*Reason for the proposed change:* Change in student demographics**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 14 to 18 | 14 | 0.7 |
| Locations: | | | | |
| Fairfield Area High School - JR | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------------------|-------------------------------|---|----------|-----|
| Itinerant | Emotional Support | 14 to 18 | 1 | 0.1 |
| Locations: | | | | |
| Fairfield Area High School - JR | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 2 | 0.2 |
| Locations: | | | | |
| Fairfield Area High School - JR | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 21, 2018*Reason for the proposed change:* change in student demographics**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|------|
| Itinerant | Learning Support | 14 to 21 | 14 | 0.67 |
| Justification: The students are all LS Itinerant, and are educated in the regular education environment with support. | | | | |
| Locations: | | | | |
| Fairfield Area High School - JW | 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 | 3 | 0.33 |
| Justification: Instructional groupings maintain the age range requirement | | | | |
| Locations: | | | | |

| | | | | |
|--------------------------------|-------------------------------|---|--|--|
| Fairfield Area High School- JW | A Senior High School Building | A building in which General Education programs are operated | | |
|--------------------------------|-------------------------------|---|--|--|

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 26, 2021*Reason for the proposed change:* The district took back the position from the IU making it a District Operator.**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 5 to 10 | 46 | 0.7 |
| Justification: Students outside age range are not in the therapy session at the same time. | | | | |
| Locations: | | | | |
| Fairfield Area Elementary School - Speech | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------------------------|-----------------------------|---|----------|------|
| Itinerant | Speech and Language Support | 11 to 14 | 12 | 0.26 |
| Locations: | | | | |
| Fairfield Area Middle School - Speech | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-------------------------------------|-------------------------------|---|----------|------|
| Itinerant | Speech and Language Support | 15 to 17 | 2 | 0.04 |
| Locations: | | | | |
| Fairfield Area High School - Speech | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #12*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 5 to 8 | 1 | 0.12 |
| Locations: | | | | |
| Fairfield Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|------------------|-----------|----------|------|
| Full-Time Special Education Class | Autistic Support | 5 to 8 | 6 | 0.87 |
| Locations: | | | | |

| | | | | |
|----------------------|-------------------------------|---|--|--|
| Fairfield Elementary | An Elementary School Building | A building in which General Education programs are operated | | |
|----------------------|-------------------------------|---|--|--|

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 8, 2020**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 6 | 0.5 |
| Locations: | | | | |
| Fairfield Area High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|----------------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 14 to 18 | 6 | 0.5 |
| Locations: | | | | |
| Fairfield Area High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 26, 2021**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|---|----------|-----|
| Full-Time Special Education Class | Autistic Support | 5 to 7 | 8 | 1 |
| Locations: | | | | |
| Fairfield Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Special Education Support Services

| Support Service | Location | Teacher FTE |
|-------------------------------|----------------------------------|-------------|
| Special Education Director | Fairfield Area District | 1 |
| Paraprofessional - ML, KB, JM | Fairfield Area Elementary School | 3 |
| Paraprofessional - MR | Fairfield Area Middle School | 1 |
| Paraprofessional CR | Fairfield Area High School | 1 |
| Psychologist | Fairfield Area District | 1 |

Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per Week |
|--|-------------------|-----------------------------|
| Occupational Therapist | Intermediate Unit | 2 Days |
| Physical Therapist | Intermediate Unit | 0.5 Days |
| Interpreter | Intermediate Unit | As Needed |
| Speech and Language Pathology | Intermediate Unit | 5 Days |

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Patterns within the accomplishments include:

- welcoming environment
- well-mannered students who come to school ready to learn
- active student participation in a variety of diverse programs
- continuous AYP success at all three levels
- high level of commitment from adults within the schools from both internal and external stakeholders

Challenges within the district include:

- fiscal support for educational programs and appropriate staffing
- identifying and providing interventions for all students to succeed and grow
- availability and use of technology
- continuous instructional improvement through targeted professional development
- curriculum revitalization

The district needs to assess and discuss the new School Performance Profile (SPP) formula and its impact on our direction.

District Accomplishments

Accomplishment #1:

- Welcoming environment

- Well-mannered students who come to school ready to learn
- Active student participation in a variety of diverse programs
- Continuous attainment of proficient scores on state testing
- Strong commitment to student success from internal and external stakeholders
- 7 Virtues of a Knight District wide
- Implementation of Knights of the Round Table at all buildings
- Educationally focused Board of School Directors
- Commitment to school and student safety
- Development and implementation of District Cyber-School

Accomplishment #2:

SWPBIS implemented districtwide

District Concerns

Concern #1:

- Student mental health and drug/alcohol use and abuse
- Fiscal support for educational programs and appropriate staffing
- Identifying and providing interventions for all students to succeed and grow
- Availability and functionality of technology
- Implementation and user knowledge of up-to-date technology
- Continuous instructional improvement through targeted professional development
- Curriculum expansion and revitalization
- Cross-curricular development
- Availability of highly qualified teacher applicants for traditionally hard to find disciplines (ie., special education at the middle and high school levels, Agriculture, etc.)
- Safety as an ongoing and changing concern

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

- Student mental health and drug/alcohol use and abuse
- Fiscal support for educational programs and appropriate staffing
- Identifying and providing interventions for all students to succeed and grow
- Availability and functionality of technology
- Implementation and user knowledge of up-to-date technology
- Continuous instructional improvement through targeted professional development
- Curriculum expansion and revitalization
- Cross-curricular development
- Availability of highly qualified teacher applicants for traditionally hard to find disciplines (ie., special education at the middle and high school levels, Agriculture, etc.)
- Safety as an ongoing and changing concern

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

Aligned Concerns:

- Student mental health and drug/alcohol use and abuse
- Fiscal support for educational programs and appropriate staffing
- Identifying and providing interventions for all students to succeed and grow
- Availability and functionality of technology
- Implementation and user knowledge of up-to-date technology
- Continuous instructional improvement through targeted professional development
- Curriculum expansion and revitalization
- Cross-curricular development
- Availability of highly qualified teacher applicants for traditionally hard to find disciplines (ie., special education at the middle and high school levels, Agriculture, etc.)

- Safety as an ongoing and changing concern

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: 82-1, 82-2, 82-3 with accompanying evidence

Specific Targets: Increase percentage of professional employees' level of Domains 1-4 by 10%

Strategies:

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Danieslon Framework for Teaching

Description:

Provide professional development for teachers regarding the Educator Effectiveness Instrument. Professional staff will continue to use professional development modules on the SAS Portal.

SAS Alignment: Instruction

*Technology Integration***Description:**

Embedding technology into instructional practice better prepares students for the demands of 21st Century Skills.

SAS Alignment: Instruction

*Rigor for all students***Description:**

Teachers will recognize and design activities and assignments that align to Webs Depth of Knowledge (Level 3 and 4) for all students.

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

Implementation Steps:*Professional Development for Technology Integration***Description:**

1. Using surveys to generate the needs of our professional staff, we will elicit presenters (both internal and external) to provide professional development for the teachers to best integrate technology in the instructional setting.
2. Review teacher and presenters feedback regarding the effectiveness of the professional development sessions.
3. Design follow-up sessions to ensure teachers are able to implement the strategies, techniques and tools learned.

Start Date: 7/1/2021 **End Date:** 6/30/2024

Program Area(s): Professional Education

Supported Strategies:

- Danieslon Framework for Teaching
- Technology Integration
- Rigor for all students

Annual Needs Assessment

Description:

Develop and administer annually to all professional staff an annual needs-assessment regarding best practices in education

Start Date: 6/21/2021 **End Date:** 6/30/2024

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

Supported Strategies:

- Danieslon Framework for Teaching
- Technology Integration
- Rigor for all students

Analyze Data

Description:

Review annual summative assessment results reflected on SPP (School Performance Profile), needs assessment data, and Educator Effectiveness data to determine professional development needs to implement effective instructional practices district-wide.

Start Date: 7/1/2021 **End Date:** 6/30/2024

Program Area(s): Professional Education, Teacher Induction, Gifted Education

Supported Strategies:

- Danielson Framework for Teaching
- Technology Integration
- Rigor for all students

Develop Annual Professional Development Plan

Description:

Based upon data analysis a professional development plan will be developed annually

Start Date: 10/1/2021 **End Date:** 6/30/2024

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

Supported Strategies:

- Danielson Framework for Teaching
- Technology Integration
- Rigor for all students

Increasing Knowledge of Webs Depth of Knowledge

Description:

Teachers will learn how to accommodate the needs of the diverse learner while maintaining the expectation of demonstrating proficiency on tasks and assessments at Levels of 3 and 4 of Webs Depth of Knowledge.

Start Date: 7/1/2021 **End Date:** 6/30/2024

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

Supported Strategies:

- Danielson Framework for Teaching
- Rigor for all students

On-Going Professional Learning - Danielson's Framework for Teaching

Description:

Design on-going professional learning regarding Danielson's Framework for Teaching

Start Date: 7/1/2016 **End Date:** 6/30/2024

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

Supported Strategies:

- Danielson Framework for Teaching
- Rigor for all students

Goal #2: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Interim

Data Source: Future Ready PA Index, Student, and School Level Data Scores from PSSA and Keystone

Specific Targets: Future Ready PA Index, Student, and School Level scores increase by 5% each year for three years for a 15% over the entire comp plan

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional

developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)
 Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Professional Development

Description:

The District will continue to use its Professional Development Committee and teachers surveys to develop meaningful, standard driven, job embedded professional development to increase student growth and learning.

A District Curricula review and/or development cycle, alignment, and mapping cycle will be established. Curricula will be reviewed and revised to meet state standards and where no state standards exist, national standards will be used based on the established cycle.

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

Implementation Steps:

Professional Development for Technology Integration

Description:

1. Using surveys to generate the needs of our professional staff, we will elicit presenters (both internal and external) to provide professional development for the teachers to best integrate technology in the instructional setting.
2. Review teacher and presenters feedback regarding the effectiveness of the professional development sessions.
3. Design follow-up sessions to ensure teachers are able to implement the strategies, techniques and tools learned.

Start Date: 7/1/2021 **End Date:** 6/30/2024

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Goal #3: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Classroom observations/walk through, SLO, NOCTI, Keystones, and PSSAs.

Specific Targets: 98% of the observed staff will receive a 3 on the end of the year evaluation

Strategies:

Danielson Framework for Teaching

Description:

Provide professional development for teachers regarding the Educator Effectiveness Instrument. Professional staff will continue to use professional development modules on the SAS Portal.

SAS Alignment: Instruction

Implementation Steps:

Webb's Depth of Knowledge

Description:

Design on-going professional learning regarding Webb's Depth of Knowledge.

Start Date: 7/1/2021 **End Date:** 6/30/2024

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

Supported Strategies:

- Danielson Framework for Teaching

Appendix: Professional Development Implementation Step Details

| | | | | | | | |
|-----------------------------|--|--|--|--|---|--|--|
| LEA Goals Addressed: | | Establish a district system that fully ensures the consistent implementation of standards aligned curricula across all schools for all students. | | | Strategy #1: Danieslon Framework for Teaching | | |
| | | Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. | | | Strategy #2: Technology Integration | | |
| | | | | | Strategy #3: Rigor for all students | | |

| Start | End | Title | Description | | | | |
|----------|-----------|---|--|--|--|--|--|
| 7/1/2021 | 6/30/2024 | Professional Development for Technology Integration | 1. Using surveys to generate the needs of our professional staff, we will elicit presenters (both internal and external) to provide professional development for the teachers to best integrate technology in the instructional setting. | | | | |
| | | | 2. Review tacher and presenters feedback regarding the effectiveness of the professional development sessions. | | | | |
| | | | 3. Design follow-up sessions to ensure teachers are able to implement the strategies, techniques and tools learned. | | | | |

| | | | | | | |
|---------------------|-----|----|----|-------------------------------|---------------|------|
| Person Responsible | SH | S | EP | Provider | Type | App. |
| Building Principals | 1.0 | 10 | 20 | Internal and External Experts | School Entity | Yes |

| | | | |
|-------------------------------|---|--|---|
| | | Technology Integration | |
| Knowledge | | Danielson Framework for Teaching | |
| | | Increase the rigor for all students | |
| | | Carol Tomlinson's differentiation strategies | |
| Supportive Research | | SAS Portal | |
| | | Danielson Framework for Teaching | |
| Designed to Accomplish | | | |
| | For classroom teachers, school counselors and education specialists: | Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. | |
| | For school and district administrators, and other educators seeking leadership roles: | Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. | |
| Training Format | | Series of Workshops Live Webinar Professional Learning Communities | |
| Participant Roles | Dir | Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors New Staff | Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12) |

| | | | |
|-----------------------------|--|---------------------------|--|
| Follow-up Activities | Other educational specialists | Evaluation Methods | |
| | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers | | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. |
| | Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion | | Student PSSA data Standardized student assessment data other than the PSSA Participant survey Review of participant lesson plans |

| | | | | | | | | |
|----------------------|-----------|--|---|----|--|---|--|------|
| LEA Goals Addressed: | | Establish a district system that fully ensures the consistent implementation of standards aligned curricula across all schools for all students. | | | | Strategy #1: Danieslon Framework for Teaching Strategy #2: Technology Integration Strategy #3: Rigor for all students | | |
| Start | End | Title | | | Description | | | |
| 6/21/2021 | 6/30/2024 | Annual Needs Assessment | | | Develop and administer annually to all professional staff an annual needs-assessment regarding best practices in education | | | |
| Person Responsible | | SH | S | EP | Provider | Type | | App. |
| Administration | | 1.0 | 9 | 30 | FASD | School Entity | | Yes |

Knowledge

Best practices in instructional strategies

Supportive Research

Danielson Framework, Tomlison, Marzano, Reeves, etc

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

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

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
School Whole Group Presentation
Live Webinar
Department Focused Presentation

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

School counselors
Paraprofessional
New Staff
Other educational

Grade Levels

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

specialists

| | | | |
|-----------------------------|---|---------------------------|--|
| 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. |
| | Analysis of student work, with administrator and/or peers | | Student PSSA data |
| | Creating lessons to meet varied student learning styles | | Standardized student assessment data other than the PSSA |
| | | | Classroom student assessment data |
| | | | Participant survey |
| | | | Review of participant lesson plans |

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of standards aligned curricula across all schools for all students.

Strategy #1: Danieslon Framework for Teaching
Strategy #2: Rigor for all students

| Start | End | Title | | | Description | | | |
|---------------------------|-----------|---|----------|-----------|--|------------------------|--|-------------|
| 7/1/2021 | 6/30/2024 | Increasing Knowledge of Webs Depth of Knowledge | | | Teachers will learn how to accommodate the needs of the diverse learner while maintaining the expectation of demonstrating proficiency on tasks and assessments at Levels of 3 and 4 of Webs Depth of Knowledge. | | | |
| Person Responsible | | SH | S | EP | Provider | Type | | App. |
| Administration | | 6.0 | 6 | 20 | Administration | District and LIU staff | | Yes |

Knowledge

Teachers will gain knowledge about designing rigorous assignments and assessments with and without scaffolds to ensure students are prepared to perform at a proficient and/or advanced level on the state formative assessments.

**Supportive
Research**

B. Bloom, C. Danielson, N. Webb, R. Marzano, C. Tomlinson

Designed to Accomplish

For classroom teachers, school
counselors and education
specialists:

Enhances the educator's content knowledge in the area of the educator's
certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with
attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills
needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

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

Provides the knowledge and skills to think and plan strategically, ensuring that
assessments, curriculum, instruction, staff professional education, teaching materials and
interventions for struggling students are aligned to each other as well as to Pennsylvania's
academic standards.

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

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

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
School Whole Group Presentation
Professional Learning Communities
Offsite Conferences

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

Other educational
specialists

Grade Levels

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

| | | | |
|-----------------------------|---|---------------------------|--|
| Follow-up Activities | Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion | Evaluation Methods | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Participant survey Review of participant lesson plans |
|-----------------------------|---|---------------------------|--|

| | | |
|-----------------------------|---|--|
| LEA Goals Addressed: | Establish a district system that fully ensures the consistent implementation of standards aligned curricula across all schools for all students. | Strategy #1: Danieslon Framework for Teaching Strategy #2: Rigor for all students |
|-----------------------------|---|--|

| Start | End | Title | Description | | | | | |
|--------------|---|---|--|-----------------|--------------------------------|--|------------------------------|--------------------|
| 7/1/2016 | 6/30/2024 | On-Going Professional Learning - Danielson's Framework for Teaching | Design on-going professional learning regarding Danielson's Framework for Teaching | | | | | |
| | Person Responsible Administration | SH 2.0 | S 9 | EP 25 | Provider LEA and LIU | | Type School Entity | App. Yes |

| | |
|----------------------------|--|
| Knowledge | Professionals will learn about the four Domains and 22 Components of C. Danielson's Framework for Effective instruction. |
| Supportive Research | C. Danielson, R. Marzano |

Designed to Accomplish

| | |
|---|--|
| For classroom teachers, school counselors and education specialists: | Enhances the educator's content knowledge in the area of the educator's certification or assignment. |
| | Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. |
| | Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. |
| For school and district administrators, and other educators seeking leadership roles: | Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. |
| | Provides leaders with the ability to access and use appropriate data to inform decision-making. |
| | Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. |
| | Instructs the leader in managing resources for effective results. |

| | | | |
|-----------------------------|---|---|---|
| Training Format | | LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Online-Asynchronous Professional Learning Communities Offsite Conferences | |
| Participant Roles | Dir | Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex | Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12) |
| | | New Staff | |
| Follow-up Activities | Team development and sharing of content-area lesson implementation outcomes, with | Evaluation Methods | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and |

involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers
 Creating lessons to meet varied student learning styles
 Peer-to-peer lesson discussion

standards, classroom environment, instructional delivery and professionalism.
 Classroom student assessment data
 Participant survey
 Review of participant lesson plans

| | | |
|-----------------------------|---|--|
| LEA Goals Addressed: | Establish a district system that fully ensures the consistent implementation of standards aligned curricula across all schools for all students. | Strategy #1: Professional Development |
| | Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. | |

| Start | End | Title | Description |
|----------|-----------|---|---|
| 7/1/2021 | 6/30/2024 | Professional Development for Technology Integration | <p>1. Using surveys to generate the needs of our professional staff, we will elicit presenters (both internal and external) to provide professional development for the teachers to best integrate technology in the instructional setting.</p> <p>2. Review teacher and presenters feedback regarding the effectiveness of the professional development sessions.</p> <p>3. Design follow-up sessions to ensure teachers are able to implement the strategies, techniques and tools learned.</p> |
| | | Person Responsible SH S EP | Provider |
| | | | Type App. |

| | | | | | | |
|---------------------|-----|----|----|-------------------------------|---------------|-----|
| Building Principals | 1.0 | 10 | 20 | Internal and External Experts | School Entity | Yes |
|---------------------|-----|----|----|-------------------------------|---------------|-----|

| | | | |
|---|--|--------------|--|
| | Technology Integration | | |
| Knowledge | Danielson Framework for Teaching | | |
| | Increase the rigor for all students | | |
| | Carol Tomlinson's differentiation strategies | | |
| Supportive Research | SAS Portal | | |
| | Danielson Framework for Teaching | | |
| Designed to Accomplish | | | |
| For classroom teachers, school counselors and education specialists: | Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. | | |
| | Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. | | |
| For school and district administrators, and other educators seeking leadership roles: | Provides leaders with the ability to access and use appropriate data to inform decision-making. | | |
| | Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. | | |
| Training Format | Series of Workshops | | |
| | Live Webinar | | |
| | Professional Learning Communities | | |
| Participant Roles | Classroom teachers | Grade Levels | Elementary - Primary (preK - grade 1) |
| | Principals / Asst. Principals | | Elementary - Intermediate (grades 2-5) |

| | | |
|-----------------------------|---|--|
| | Supt / Ast Supts / CEO / Ex | Middle (grades 6-8) |
| | Dir | High (grades 9-12) |
| | School counselors | |
| | New Staff | |
| | Other educational specialists | |
| | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. |
| Follow-up Activities | Analysis of student work, with administrator and/or peers | Student PSSA data |
| | Creating lessons to meet varied student learning styles | Standardized student assessment data other than the PSSA |
| | Peer-to-peer lesson discussion | Participant survey |
| | | Review of participant lesson plans |
| | Evaluation Methods | |

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 for a minimum of 28 days.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Marcy Van Metre on 5/26/2020

Board President

Affirmed by Michael Adamek on 5/26/2020

Superintendent/Chief Executive Officer