Fox Chapel Area SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

611 Field Club Rd
Pittsburgh, PA 15238
(412)963-9600
Superintendent: Gene Freeman
Director of Special Education: Timothy Mahoney

Planning Process

The district engaged the Hill Group to facilitate the training in and development of a Strategic Plan for Fox Chapel Area that could be used to set direction for the district as well as satisfy Pennsylvania Department of Education Comprehensive Plan requirements.

The Hill Group and Administration:

Defined a year-long methodology for plan development

Facilitated a retreat with the Board in August 2018 to review and affirm mission, vision, and values, discuss local and national trends, and conduct an Environmental Scan.

Facilitated a retreat with District Support Personnel and Administration in October 2019 to conduct an Environmental Scan, review and affirm mission, vision, and values, perform a SWOT Analysis, and prioritize issues.

Engaged site-based teams at each district building to discuss mission and vision, perform a SWOT Analysis, and suggest future priorities for the district. Over several months, parents, community members, administrators, teachers, staff, and students provided information for planning. Information from those sessions, as well as from prior community meetings and surveys, was compiled and analyzed.

Engaged District Support Personnel and Administration to review stakeholder information and affirm strategic initiatives that be used to develop goals and strategies. District Support Personnel and Administration crafted goals related to their specific departments and responsibilities in the district and worked collaborative as a team to draft a comprehensive plan to guide the district for the next three years.

Mission Statement

The Fox Chapel Area School District exists to maximize student learning, achievement and development.

Vision Statement

The Fox Chapel Area School District will be recognized as one of the top performing public school districts in the nation. Toward that end we will:

- Challenge each student to reach his/her maximum potential level of achievement;

- Provide scholarly experiences that deepen understanding, creativity, critical thinking, problem solving, innovation, and collaboration;

- Provide an environment that promotes inclusiveness and embraces diversity;

- Foster a culture that encourages student involvement in the community and raises awareness of civic responsibilities.

- Build relationships with post-secondary institutions, businesses, and industry to create and sustain programs that prepare students to excel beyond high school.

Shared Values

We believe that:

- All students want to learn, are capable of learning, and share in the responsibility for their education.

- Contributing partners in the educational process include all district staff, students, families, and the community.

- Schools of excellence have effective educational leaders.

- Educators must be knowledgeable and current in their profession, discipline, and pedagogy.

- It is important for each member of the educational community to recognize and respect all forms of diversity.

- Effective schools are built upon integrity and foster respectful, inclusive, and dynamic environments.

- Responsive schools take a leading role in promoting safety and wellness.

- Fiscal decisions must effectively balance the educational needs of the students and resources of the community.

The Fox Chapel Area School District Values:

People - Diversity of thought, background, and beliefs

Habits for Success – persistence and resilience

Learning Skills – Communication and collaboration; creativity and innovation; critical thinking and problem solving

The plan stresses the development of the total child through a district-wide commitment to educational excellence. As part of the plan the district will emphasize three key qualities all students should possess:

Respect:

- Valuing self and others

- Caring for one's environment

- Pride in positive actions

Responsibility:

- Accountability

- Taking ownership in what you do

- Listening and following through

Integrity:

- Doing the right thing (even when no one is watching)

- Honest with self and others

- Trustworthy in thoughts, words, and actions

Educational Community

The Fox Chapel Area School District is located in a dynamic suburban community about 11 miles northeast of downtown Pittsburgh. The district includes six communities (the boroughs of Aspinwall, Blawnox, Fox Chapel, and Sharpsburg and the townships of Indiana and O'Hara) representing a wide range of social, economic, cultural, and religious backgrounds. The district encompasses an area of about 36 square miles with approximately 30,000 residents.

The district budgets around $100,000,000 annually to support the academic and extracurricular programming, maintenance of district resources, transportation, and employment of

The district hosts approximately 4,000 students within its four elementary schools, a middle school and a senior high school. Student body demographics, based on the 2018-2019 October ACS report, can be seen below:

Percent Enrolled by Race/Ethnicity

American Indian/Alaskan Native - .1%
Asia - 8.3%
Black - 3.8%
Hispanic - 3.5%
White - 81.8%
Two or More Races - 2.5%

Percent Enrolled by Student Groups

Economically Disadvantaged - 20%
English Language Learner - 1.2%
Special Education - 11.5%
Gifted - 7.0%

The school district provides a comprehensive array of educational opportunities and extracurricular activities to serve the needs of this diverse population and to meet the high expectations of its residents. The educational community values student achievement and growth for all students in an inclusive and supportive environment. Opportunities for academic enrichment and remediation ensure that all students are challenged at their academic levels. Further opportunities outside of the school buildings encourage additional creativity, teamwork, and a focus on excellence.

The Fox Chapel Area School District has an outstanding reputation and is considered one of the top school districts in Pennsylvania and the country.

Planning Committee

Name	Role
Sari Brecosky	Administrator : Professional Education
Daniel Breitkreutz	Administrator
Daniel DiDesiderio	Administrator : Professional Education
Gene Freeman	Administrator : Professional Education
Matthew Harris	Administrator : Professional Education
Joe Kozarian	Administrator
David McCommons	Administrator : Professional Education
Mike O'Brien	Administrator
Kimberly Pawlishak	Administrator
Edith Cook	Board Member : Professional Education
Nancy Foster	Board Member : Professional Education
Sandra Garbisch	Board Member : Professional Education
Somer Obernauer Jr.	Board Member : Professional Education
Lisa Rutkowski	Board Member : Professional Education
Eric Schmidt	Board Member : Professional Education
Terry Wirginis	Board Member : Professional Education
Kristy Batis	Building Principal : Professional Education
Steven Edwards	Building Principal : Professional Education
Rachel Fischbaugh	Building Principal : Professional Education
Michael Hower	Building Principal : Professional Education
Daniel Lentz	Building Principal : Professional Education
John McGee	Building Principal : Professional Education
Jonathan Nauhaus	Building Principal : Professional Education
Paul Noro	Building Principal : Professional Education
Cassandra Pencek	Building Principal : Special Education
Becky Stephan	Building Principal : Professional Education
Werner Macklin	Business Representative : Professional Education
Kevin Romango	Business Representative : Professional Education
David Fortun	Community Representative : Professional Education
Sallie Kaan	Community Representative : Professional Education
Randi Leonard	Community Representative : Professional Education
Windy Neff	Community Representative : Professional Education
Donna Olbrich	Community Representative : Professional

	Education
Kathleen Anuszek	Ed Specialist - Other
Donna Beley	Ed Specialist - Other
Bonnie Berzonski	Ed Specialist - Other
Sharon Breisinger	Ed Specialist - Other
Janet Byrnes	Ed Specialist - Other
Elizabeth Dessell	Ed Specialist - Other
Avyn Israel	Ed Specialist - Other
Jill Leonard	Ed Specialist - Other
Melissa Spirnock	Ed Specialist - Other
Cathy Wagner	Ed Specialist - Other
Shelley Zottola	Ed Specialist - Other
Craig Reinhard	Ed Specialist - School Counselor
Brianna Amoscato	Elementary School Teacher - Regular Education : Professional Education
Heath Asbury	Elementary School Teacher - Regular Education : Professional Education
Nicole Bender	Elementary School Teacher - Regular Education : Professional Education
Deb Fetterman	Elementary School Teacher - Regular Education : Professional Education
Carli Hackett	Elementary School Teacher - Regular Education : Professional Education
Corey Hess	Elementary School Teacher - Regular Education : Professional Education
Lisa Lang	Elementary School Teacher - Regular Education : Professional Education
Rich Mathieu	Elementary School Teacher - Regular Education : Professional Education
John McKechnie	Elementary School Teacher - Regular Education : Professional Education
Stacey Reese	Elementary School Teacher - Regular Education : Professional Education
Barb Scully	Elementary School Teacher - Regular Education : Professional Education
Sarah Everest	Elementary School Teacher - Special Education : Professional Education
Stephanie Kurlej	Elementary School Teacher - Special Education : Professional Education
Kelly Barone	High School Teacher - Regular Education :

	Professional Education
Jeremy Bennett	High School Teacher - Regular Education : Professional Education
Bryan Elder	High School Teacher - Regular Education : Professional Education
Lisa Gibson	High School Teacher - Regular Education : Professional Education
Jessica Green	High School Teacher - Regular Education : Special Education
Stacie Dojonovic	High School Teacher - Special Education : Special Education
Michele Fischer	High School Teacher - Special Education : Special Education
Cheryl Beckas	Instructional Technology Director/Specialist
Cathie Gillner	Middle School Teacher - Regular Education : Professional Education
Dave Goggin	Middle School Teacher - Regular Education : Professional Education
Julie Micelli	Middle School Teacher - Regular Education : Professional Education
Jessica Painter	Middle School Teacher - Regular Education : Professional Education
Debbie Skiles	Middle School Teacher - Regular Education : Professional Education
Nick White	Middle School Teacher - Regular Education : Professional Education
Melissa Swift	Middle School Teacher - Special Education : Professional Education
Kelly DiNatale	Parent : Professional Education
Dawn DiPasquale	Parent : Professional Education
Mary Jo Dunlap	Parent : Professional Education
Stacy Graham	Parent : Professional Education
Jen Klein	Parent : Professional Education
Renee Liberto	Parent : Professional Education
Eileen Lusk	Parent : Professional Education
Elizabeth Sipe	Parent : Special Education
Shannon Smith	Parent : Professional Education
Anna Van Der Velden	Parent : Professional Education
Timothy Mahoney	Special Education Director/Specialist : Special Education

William Student	Student : Professional Education
Rachel Student	Student : Professional Education
Megan Collett	Student Curriculum Director/Specialist : Professional Education
Ashley Constantine	Student Curriculum Director/Specialist : Professional Education
Matt Harris	Student Curriculum Director/Specialist : Professional Education
Dana Simile	Student Curriculum Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The district has accomplished or is developing curriculum maps that are aligned to the PA Core Standards and expectations for student instruction from the Pennsylvania Department of Education. In spite of accomplishing this in most areas, the district engages in constant monitoring and review processes to ensure that curricular maps are in alignment and that resources and instruction provide rigorous opportunities for learning and growth.
An individual curriculum map does not exist in grades K-2 for Family & Consumer Science; however, the PA Standards are addressed in the content areas of health, social studies, mathematics, and English Language Arts.

Elementary Education-Intermediate Level

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

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

The district has accomplished or is developing curriculum maps that are aligned to the PA Core Standards and expectations for student instruction from the Pennsylvania Department of Education. In spite of accomplishing this in most areas, the district engages in constant monitoring and review processes to ensure that curricular maps are in alignment and that resources and instruction provide rigorous opportunities for learning and growth.
An individual curriculum map does not exist in grades 3-5 for Family & Consumer Science; however, the PA Standards are addressed in the content areas of health, social studies, mathematics, and English Language Arts.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Developing	Developing
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	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

The district has accomplished or is developing curriculum maps that are aligned to the PA Core Standards and expectations for student instruction from the Pennsylvania Department of Education. In spite of accomplishing this in most areas, the district engages in constant monitoring and review processes to ensure that curricular maps are in alignment and that resources and instruction provide rigorous opportunities for learning and growth.

High School Level

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

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

The district has accomplished or is developing curriculum maps that are aligned to the PA Core Standards and expectations for student instruction from the Pennsylvania Department of Education. In spite of accomplishing this in most areas, the district engages in constant monitoring and review processes to ensure that curricular maps are in alignment and that resources and instruction provide rigorous opportunities for learning and growth.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- Environment and Ecology

Unchecked answers

> *None.*

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- Environment and Ecology

Unchecked answers

> *None.*

Middle Level

Checked answers

- Arts and Humanities

Unchecked answers

> *None.*

High School Level

Checked answers

- Arts and Humanities

Unchecked answers

> *None.*

Explanation for any standards checked:

State standards do not meet district expectations or lack details for student learning goals. The district uses the ACTFL standards as guidance for instruction within the World Language programs.

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.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Curriculum based assessments linked directly to core curriculum in all areas.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Curriculum based assessments linked directly to core curriculum in all areas.

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

This narrative is empty.

Middle Level

Curriculum Characteristics	Status

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

Processes used to ensure Accomplishment:

As part of the district ongoing curriculum review process all curriculum characteristics are under review for potential program refinement.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

As part of the district ongoing curriculum review process all curriculum characteristics are under review for potential program refinement.

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

This narrative is empty.

Modification and Accommodations

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

As part of the curriculum development process teacher teams develop appropriate differentiate instruction strategies for all students.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

    Checked Answers
- Building Supervisors

    Unchecked Answers
- Administrators
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

The district adheres to the guidelines set for in the Act 82 of 2012 Educator Effectiveness System which encompasses elements from the Charlotte Danielson Framework for Teaching. The framework includes observation and feedback in the areas of Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Per the Educator Effectiveness System, additional criteria are used when evaluating educator effectiveness including Building Level Data from the PDE School Performance Profile, Teacher Specific Data, and teacher designed Student Learning Objective plans. In addition to required annual evaluations which include formal observations and/or differentiated supervision plans, the administration engages in frequent walkthrough observations and provides feedback to teachers within the domains listed above. New teachers are assigned mentors who serve in a variety of roles including peer coaches. In addition, instructional coaching is provided by both internal employees and through contracted professional development services.

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

All strategies incorporated.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

The Fox Chapel Area School District utilizes a comprehensive process for hiring that includes an applicant credential review, screening interviews, teaching demonstration interviews, school-based interviews, and interviews by district administration. The process focuses on teacher competencies to meet the needs of our diverse student population. The use of academic achievement and growth data is embedded in the process as well as questions aligned with social and emotional well-being of students.
There is great interest to work in the Fox Chapel Area School District and the district receives many applications each time a position is posted. The process allows for the selection of highly qualified staff members holding appropriate state certifications to staff the six buildings in the district.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	27.00	27.00	27.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	3.00	3.00	3.00

Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	5.00	5.00	5.00
Electives	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

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

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

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

  I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

  II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

  III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

  IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or

charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

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

Local Assessments

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

World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	X
SAT				X
PSAT				X
Keystone Exams			X	X
Final Course Examinations			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
STAR Reading, Math, and Early Literacy Benchmark Assessments	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Curriculum-based Assessments	X	X	X	X
Classroom Level Assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tools for Science and Biology		X	X	X
OLSAT	X			

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Multiple criteria are considered when reviewing assessments including the assessment type and the desired use of the data provided by the assessment.

Classroom based assessments are evaluated on their adherence and alignment to the PA Core Academic Standards for learning and their relevance to current student performance trends within the classroom. This is evident in the utilization of a standards-based report card in the elementary grades made up in part by classroom-based assessments.

Benchmark and diagnostic assessments are used to monitor student knowledge of the academic standards and their growth within them.   They are not graded but rather guide the teacher in their instructional planning and lesson implementation. The information from these assessments is valuable to educators because it allows them to tailor instruction based on current student needs, both for enrichment and remediation.

Summative assessments are mandated or recommended measures of student knowledge the academic standards and are annually reviewed by the Pennsylvania Department of Education, the College Board, or other summative assessment entities and are beyond the purview of LEA review for change.

Assessment reliability is reviewed, referring to the accuracy of the scores with some degree of error. Because of this, multiple assessments are given throughout the year to increase reliability. Assessment validity is also considered, ensuring that what is being measured aligns with the learning objectives of classroom instruction.

Development and Validation of Local Assessments

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

This narrative is empty.

Collection and Dissemination

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

Student achievement and growth data, from multiple data sources, is integrated into instructional planning, resource procurement, and staff assignment processes to ensure that the academic needs of students are being met.
Annual data that is collected, analyzed, and disseminated includes Keystone Exam and PSSA results, PVAAS Growth results, SAT/PSAT and AP Exam results. This data, primarily from mandated annual assessments, is used in conjunction with other data points to evaluate alignment of instruction the PA Core Academic Standards and the ability of students to demonstrate knowledge of those standards.

Periodic data includes quarterly benchmark and diagnostic data that assists teachers with designing tailored instruction to meet the academic needs of all students. This data is also standards aligned and provides current, reliable, and actionable information to inform district educators on their quarterly planning, lesson implementation and strategy, and formative assessment plans.

Data meetings at the building and district office level occur frequently with both reflection on past learning and growth goals and future planning based on student need. Oversight by the administration of building and grade level teams, curriculum teams, and department teams, provides for a collaborative process that ensure equity in instruction, resources, and learning opportunities.

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.

Assessment data from summative, benchmark, formative and diagnostic assessments is used to identify students who are or may be at risk of not demonstrating adequate knowledge of the PA Core Academic Standards. Intervention teams, made up of teachers and administrators, meet periodically to review student data and share input on student progress in order to provide necessary interventions and remediation to close the achievement gap for these students and help them to demonstrate grade level skills. The RtII process is used at the elementary and middle school levels, while an instructional support model is used at the high school level. Students who have not demonstrated proficiency on the standards may receive small group or individualized instruction at the classroom level, or additional intervention outside of the classroom in a small group setting or in an alternate curriculum.

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.

Goals are set at the department, grade, classroom and student levels based on achievement and/or growth data. Periodic meetings are held to review and analyze data, set instructional goals, and monitor student achievement. Goals are adjusted based on assessment data.
The overarching goal for all students is to meet or exceed, through demonstration of skills, the PA Core Academic Standards for their grade level. To achieve this, the district has a comprehensive student benchmarking and instructional response process. Periodic meetings occur to review and reflect upon student achievement and growth data. These meetings result in the selection of instructional goals and are monitored through a cycle of instruction towards those goals. Assessment data is used to as one consideration for designing instruction, lesson plans, and further assessment of student knowledge. Results from summative, benchmark, and diagnostic assessments are used by teachers and the administration throughout the school year and are embedded into the districts comprehensive planning process for identifying instructional practices, resources, and necessary adaptations to meet the needs of all students in the district.

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

The district currently does not incorporate assessment results into the district calendar or student handbook due to their distinct purposes and specific uses.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Data is distributed to stakeholders in a variety of ways. Links to various state reporting sites are available on the district web site, and the Superintendent completes an annual State of the Schools report, which is included in a magazine publication and mailed to all district residents. Letters to parents/guardians are mailed with assessment results as they

are received from PDE. In addition, parent conferences and other individual meetings regarding a student's progress occur throughout the year where data can be shared. There is an annual data presentation to the Board of Directors, as well as updates as relevant data becomes available.

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

Data cannot be included in the school calendar or student handbook due to the deadline for producing them not aligning with achievement results being available from PDE.
Press releases are not used as information is digitally published on the district website.

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.

Ongoing review of student data and learning invention as needed.

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:

For students in K-8 that have the need for alternative services, the district contracts with an outside provider.

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.)

Every district resident annually receives a copy of In Fox Chapel Magazine which contains information about FCASD gifted programs and services. There is also information about who to contact for evaluation and screening. This same information is maintained on the school district website.

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

The district uses multiple measures including standardized assessments, benchmark assessments, cognitive assessments and classroom performance to locate students who have high potential consistent with the definition of mentally gifted or a performance level that exceeds that of other students in the classroom. Data is reviewed twice yearly and parents are notified and permission is received prior to an evaluation. A request for a gifted evaluation can also be made by the student's parents.

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

Consistent with Pennsylvania regulations, FCASD assesses students for eligibility by determination of an IQ of 130 or higher OR when multiple criteria indicate gifted ability. Determination of gifted ability is not based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, are not the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of a person strongly indicate gifted ability. Multiple criteria indicating gifted ability include: 1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. 2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability. 3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment. 4) Early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise. 5) Documented, observed, and validated or assessed evidence that intervening factors such as English as a second language, disabilities, gender, or race bias, or socio/cultural deprivation area masking gifted abilities. Multidisciplinary evaluations are conducted by GMDTs [Gifted Multidisciplinary Teams]. The GMDT shall be formed on the basis of the student's needs and shall be comprised of the student's parents, a certified school psychologist, persons familiar with the student's educational experience

and performance, one or more of the student's current teachers, persons trained in the appropriate evaluation techniques and, when possible, persons familiar with the student's cultural background. Gifted multidisciplinary evaluations are sufficient in scope and depth to investigate information relevant to the student's suspected giftedness, including academic functioning, learning strengths and educational needs. The multidisciplinary evaluation process includes information from the parents and others who interact with the student on a regular basis, and may include information from the student if appropriate.

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.

Gifted Education in the Fox Chapel Area School District is comprised of different program options and goals and objectives depending on a student's areas of strength and need as documented in the Gifted Written Report (GWR) and the Gifted Individualized Education Program (GIEP). The plan is designed to meet the educational needs of the child. At the elementary level, students participate in a weekly pullout with gifted peers. A student may also participate in enriched reading or accelerated math or both. A student must meet additional criteria to participate in an enriched reading or accelerated math class. Options at the middle school for gifted students may include novel studies and/or seminars that are related to core content areas and career explorations. At the high school level, students may select from advanced placement classes, differentiated options within the core curriculum, acceleration in all content areas, internships, and regional competitions. The gifted education program for each student is documented in the student's Gifted Individual Education Program (GIEP). Based on student need, additional enrichment is done in classrooms throughout the district. The district screens student assessment and academic performance data yearly to determine if there are students who should be assessed for whole grade acceleration. Using the GWR process, the district has students at all levels who have been whole grade accelerated.

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

	EEP	EEI	ML	HS
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X

Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Through the RTII process professionals come together to discuss student progress related to specific interventions and academic needs - K-12

Community Coordination

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

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

The district works with the YMCA to provide before and after school care programs for elementary students. The Family Literacy serves as the liaison and the early learning and care providers in the community.

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.

All students transitioning from early intervention programs to kindergarten or first grade programs within FCASD do so without interruption in program. All children who are not provided with transition procedures will remain eligible for the early intervention services described in their preschool IEPs when they enter kindergarten or first grade.

FCASD collaborates with early intervention services (DART) and holds a meeting in February for all parents of children who will be eligible for school age services in the fall in order to notify families of children approaching kindergarten age that their children may remain in early intervention for another year, inform families about the transition process, convene transition meetings; and ascertain whether the family intends to register the child with their school district of residence for the next year. Incoming students and families are invited to visit the buildings during the year prior to their enrollment for Pre-K story times, orientations, and meet and greets. The district has implemented a Pre-Kindergarten program for the 2019-2020 school year.

For those children whose parents have indicated their intention to register them in a district kindergarten or first grade, FCASD conducts multidisciplinary evaluations or re-evaluations and develops individualized educational programs (IEP) for eligible students in accordance with the timelines mandated in Pa. Code Chapter 14.

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.

There are procedures for curriculum and materials review/adoption that ensures that materials and resources are PA Core Academic standards aligned, provide opportunities for intervention and enrichment, and meet the needs of students across the district. Teams of educators, including teachers and the administration, engage in various reviews of resources and through a system of elimination find the best resources that align with district instructional goals.

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.

There are procedures for curriculum and materials review/adoption that ensures that materials and resources are PA Core Academic standards aligned, provide opportunities for intervention and enrichment, and meet the needs of students across the district. Teams of educators, including teachers and the administration, engage in various reviews of resources and through a system of elimination find the best resources that align with district instructional goals.

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	Developing

Provide explanation for processes used to ensure Accomplishment.

There are procedures for curriculum and materials review/adoption that ensures that materials and resources are PA Core Academic standards aligned, provide opportunities for intervention and enrichment, and meet the needs of students across the district. Teams of educators, including teachers and the administration, engage in various reviews of

resources and through a system of elimination find the best resources that align with district instructional goals.

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

There are procedures for curriculum and materials review/adoption that ensures that materials and resources are PA Core Academic standards aligned, provide opportunities for intervention and enrichment, and meet the needs of students across the district. Teams of educators, including teachers and the administration, engage in various reviews of resources and through a system of elimination find the best resources that align with district instructional goals.

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	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable

Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

The use of SAS resources may occur at times as one part of planning for student achievement but is not an embedded practice required across all classrooms.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Not Applicable
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	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Implemented in 50% or more of

	district classrooms
History	Not Applicable
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

The use of SAS resources may occur at times as one part of planning for student achievement but is not an embedded practice required across all classrooms.

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 50% or more 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 50% or more 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 less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The use of SAS resources may occur at times as one part of planning for student achievement but is not an embedded practice required across all classrooms.

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 less than 50% 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 less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Not Applicable
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	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The use of SAS resources may occur at times as one part of planning for student achievement but is not an embedded practice required across all classrooms.

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.

No, we are not interested in the PA EWS/IC for our district.

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	X	X	X	X

interventions for struggling students.				
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 district provides regular professional development in effective instructional practice including differentiated instruction and using data to guide instructional planning and implementation. Administrators and teacher leaders receive professional development in content specific practices including PA Core-aligned mathematics, English language arts, and science instruction strategies. Professional development to meet student academic needs includes processes for determining and managing resources and tailoring them to meet the instructional goals for students. Administrators also receive professional development aligned with the Danielson Framework for teacher evaluation to effectively monitor and evaluate employee performance and more importantly provide meaningful feedback as part of an on-going cycle of staff development.

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

All strategies were selected.

Professional Development

Fox Chapel Area SD
Professional Development

Title:	Primary Teacher Academy
Description	The Primary Teacher Academy (PTA) is a series professional development on literacy acquisition and research in the field of reading instruction. This series encompasses K-2 classroom teachers and reading intervention teachers in the district.
Person Responsible	Director of Literacy
Start Date:	9/23/2019
End Date:	6/9/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education
Hours Per Session	8.0
# of Sessions:	12
# of Participants Per Session:	20
Provider:	Director of Literacy
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Teachers will be trained on instruction in phonemic awareness, phonics, orthography, vocabulary, and comprehension along with current brain research and best practices for instructing students at all reading academic levels.
Research & Best Practices Base:	Based on the research of Isabel Beck, Louisa Moats, Keith Stanovich, and other renowned literacy researchers.
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 or LEA 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
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff • Other educational specialists
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	• Peer-to-peer lesson discussion • Lesson modeling with mentoring
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Standardized student assessment data other than the PSSA

	• Classroom student assessment data

Fox Chapel Area SD
Professional Development

Title:	Academic Writing Training
Description	Professional development for teachers in the areas of academic writing, writing genres, and evaluating student writing. Following training sessions, teachers create resources aligned with state and district writing goals.
Person Responsible	Director of Literacy
Start Date:	8/19/2019
End Date:	6/9/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education
Hours Per Session	8.0
# of Sessions:	8
# of Participants Per Session:	40
Provider:	Director of Literacy
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Teachers will gain knowledge that enhances their ability to instruct and assess various genres of student writing that meets or exceeds the PA Core Academic standards.
Research & Best Practices Base:	Best practices for writing instruction include exposing students to a variety of academic and creative writing types through experiential learning opportunities.
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 or LEA	

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 • Professional Learning Communities
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Joint planning period activities
Evaluation Methods:	• Classroom observation focusing on factors such as planning and

	preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Review of participant lesson plans • Portfolio

Fox Chapel Area SD
Professional Development

Title:	Comprehension Committee Training
Description	The Comprehension Committee will be trained on close reading and skill development in the area of reading for comprehension.
Person Responsible	Director of Literacy
Start Date:	8/19/2019
End Date:	6/9/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Gifted Education
Hours Per Session	8
# of Sessions:	4
# of Participants Per Session:	15
Provider:	Director of Literacy
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	The Comprehension Committee will be trained on close reading and skill development in the area of reading for comprehension.
Research & Best Practices Base:	Supports the PA Academic Core Standards' expectations for close reading and analysis of text.
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 or LEA 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 • Professional Learning Communities
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards,

	classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Portfolio

Fox Chapel Area SD
Professional Development

Title:	Fundations Training
Description	Fundations is a program used in the primary grades to develop phonemic awareness, phonics, and orthography.
Person Responsible	Reading Elementary Department Head
Start Date:	8/19/2019
End Date:	6/9/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education
Hours Per Session	4
# of Sessions:	2
# of Participants Per Session:	12
Provider:	Reading Elementary Department Head
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Teachers will develop instructional skills and knowledge of program and implementation to build phonemic awareness, phonics, and orthography in primary students and those intermediate aged elementary students who are at risk.
Research & Best Practices Base:	Phonemic awareness, phonics, and orthography are foundational skills that must be attained in order to complete any further reading instruction.
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 or LEA	

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 • Professional Learning Communities
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities
Evaluation Methods:	• Classroom observation focusing on factors such as planning and

	preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data

Fox Chapel Area SD
Professional Development

Title:	Fox Chapel Area School District Second Step Program
Description	The Fox Chapel Area School District administrative team and guidance counselors worked to design a comprehensive social and emotional learning curriculum at the elementary level. The driving curricular resource used will be Second Step. Second Step is research based and to be delivered at the Tier I level. It is aligned to the ASCA Standards and will provide consistent K-5 social and emotional learning experiences across the district. The training and support provided for teachers will (1) increase students' school success, (2) decrease problem behaviors, and (3) promote social-emotional competence and self-regulation.
Person Responsible	Executive Director of Elementary Education
Start Date:	7/1/2020
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Special Education, Student Services, Gifted Education
Hours Per Session	3.0
# of Sessions:	5
# of Participants Per Session:	5
Provider:	Second Step and FCASD Administration
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	Participate will gain knowledge in effective instructional practices for supporting the social and emotional learning of students.
Research & Best Practices Base:	By meeting the social and emotional needs of students, their academic potential can be fully enjoyed.
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.

For school or LEA 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 • School Whole Group Presentation • Live Webinar • Department Focused Presentation
Participant Roles:	• Principals / Asst. Principals • School counselors
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	• Peer-to-peer lesson discussion • Joint planning period activities • Journaling and reflecting
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Review of written reports summarizing instructional activity

Fox Chapel Area SD
Professional Development

Title:	Mathematical Dialogue
Description	This interactive, hands-on workshop series explores how teachers can facilitate rich mathematical discourse in their classrooms through evidenced-based teaching practices. Participants will engage in rich tasks and discuss how the design and implementation of these tasks promotes reasoning, mathematical argumentation, and mathematical sense-making. They will also explore how the strategic use of representations in conceptual lessons invites students to discuss, connect, question, and explain thinking. In grades 9-12, participants will consider the ways in which discourse influences the teaching of both mathematics content and mathematical processes, such as moving between mathematical representations in algebra and developing viable arguments in geometry. Finally, participants will examine and use questioning techniques to uncover and analyze complex student thinking and leverage students' reasoning to advance conceptual understanding (NCTM, 2019).
Person Responsible	Executive Director of Secondary Education and Instruction
Start Date:	7/1/2020
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	3
# of Sessions:	3
# of Participants Per Session:	13
Provider:	National Council of Teachers of Mathematics
Provider Type:	Non-profit Organization
PDE Approved:	No
Knowledge Gain:	Principles of mathematical dialogue and questioning.
Research & Best Practices Base:	Based on research conducted by the National Council of Teachers of Mathematics
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.
For school or LEA administrators, and other educators seeking leadership roles:	• 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
Participant Roles:	• Classroom teachers • Principals / Asst. Principals
Grade Levels:	• High (grades 9-12)
Follow-up Activities:	• Peer-to-peer lesson discussion • Lesson modeling with mentoring
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Review of participant lesson plans

Fox Chapel Area SD
Professional Development

Title:	Secondary Curriculum Development
Description	The Secondary Curriculum Development professional development will engage teachers in a series of days to analyze and adjust secondary curriculum in alignment with Understanding by Design (Wiggins, McTighe 2009) and PA Core and Academic Standards. All work will be completed in shared electronic documents and reviewed by school and district administration. All staff will submit individual reflections and progress reports to indicate analysis results and adjustments made to the curriculum in the respective courses.
Person Responsible	Executive Director of Secondary Education and Instruction
Start Date:	7/1/2020
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	6.5
# of Sessions:	4
# of Participants Per Session:	199
Provider:	Fox Chapel Area School District
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Teachers will gain knowledge of how to develop curriculum following the Understanding by Design format including identification of understandings and essential questions, assessments to measure learning objectives, and learning plans as instructional actions to meet the learning goals. Teachers will learn to revise curriculum based upon data (classroom, benchmark, and state assessment) and refocus units of instruction to meet identified longitudinal needs.
Research & Best Practices Base:	Understanding by Design (Wiggins, McTighe 2009) SAS Portal for Standards alignment

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 or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	• Department Focused Presentation • Professional Learning Communities
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • New Staff • Other educational specialists • Related Service Personnel
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)

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

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/29/2018
The LEA plans to conduct the required training on approximately:
6/8/2020

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 plans to conduct the training on approximately:
6/8/2020

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

Questions
The LEA has conducted the training on:
2/15/2016
The LEA plans to conduct the training on approximately:
6/9/2020

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

   None.

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

The district uses academic data such as results from state tests and benchmark assessments to monitor student growth and achievement and uses this information to inform professional development needs to ensure that district students are receiving relevant and rigorous instruction to meet their learning needs. In addition, non-academic information is discussed periodically and other professional development opportunities are provided based on identified needs. Examples of this include professional

development in the areas of student mental health awareness, school safety and security, first aid/CPR, and in the use technology in the classroom. Professional development is provided by district administration and teachers as well as through contracted services when appropriate. Evaluation of professional development occurs in a variety of ways including analysis of student outcomes, implementation of strategies as a result of trainings, and on-going monitoring of strategy implementation through classroom observation and collaborative committee meetings.

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

All strategies were selected.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

    None.

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

The Fox Chapel Area School District Induction program is a comprehensive, multi-year process, that ensures that employees new to the district know, understand, and implement

the district's rigorous goals and standards for instruction. While a strong emphasis is placed on development of inductee skills in the areas of data driven instruction and classroom management, the district exceeds the requirements for induction by providing in depth learning opportunities such as technology integration, parent/community partnerships, building and district protocols and procedures as well as relevant district policies, resource procurement, and the teacher evaluation process.   The structure of induction is based on a competency system to allow monitoring of teacher development towards each competency. An experienced mentor teacher is assigned to each inductee to guide them through their first years and serve as a positive example of the competency goals for each inductee. The competencies include knowledge of resources (district, PDE, SAS), knowledge of the Danielson Framework for Teaching and Learning, knowledge of curriculum and content, technology, lesson and unit planning and design, data-driven instruction, and state and district policies governing ethics and professional conduct.

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

All strategies were selected.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

> *None.*

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

Inductees are monitored by regular meetings with the assigned mentor and/or their building administrator to review lesson planning and instruction as well as professional responsibilities as they work to develop skills within the twelve competencies. Inductees are surveyed at the beginning and end of the program through a competency based pre and post assessment. Inductees are monitored through their reflections for the various competencies. They also meet with district staff several times a year for enhanced training sessions and are given opportunities to ask questions or request additional information or training in competency aligned areas.

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

All strategies were selected.

Mentor Characteristics

Checked answers

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

Unchecked answers

> *None.*

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

Mentors are chosen primarily from a pool of successful mentors with the same or similar certification or content experience. Mentors adhere to a set list of responsibilities and are evaluated by principals and district office staff after every experience. Mentors receive training at the beginning of the school year during Induction orientation. Mentors are monitored through regular contact logs with inductees and report interactions and

suggest further opportunities for professional development. Mentors agree to perform the assigned duties with the recognition of the extra work required and with an understanding of the crucial role they play in developing new educators in the district.

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

All strategies are selected

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Professional Educator Induction Plan Feedback: Various methods of feedback are utilized to monitor the effectiveness of the Professional Educator's Induction Plan and refinements are made as needed. Sources of feedback include:

- Informal input of faculty and administration obtained by the district's Induction Program Coordinator throughout the school year;

- Professional education reflection forms completed after in-service sessions; and

- Annual Induction Plan Feedback Forms completed by individual inductees.

Induction Portfolio completion and feedback: Throughout the induction year, the portfolio is developed by the inductee (with the mentor's guidance). Toward the end of the initial induction year in June, the Inductee is asked to share the completed portfolio with the mentor(s) and principal. The portfolio should be submitted to the district's Induction Program Coordinator for review by the end of the school year. The portfolio shall include the cover sheet and supporting documents. Upon satisfactory completion of the Induction Plan, the district's Induction Program Coordinator awards individual inductees a certificate of induction plan completion with attached feedback, by the beginning of the following school year. The feedback will inform inductees of when they may retrieve their portfolios. Copies of the district's Certificate of Induction Program Completion, the portfolio cover sheet, and feedback are included in the personnel file.

Mentor role feedback: The mentor will submit the Mentor Self-Reflection Form to the principal by May 31 with the completed inductee contact log attached (indicating remaining anticipated contacts and duties on the log), then meet with the principal by the end of each school year to discuss his/her performance.

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: **513**

Identification Method

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

In order to meet criteria for identification as a student with a specific learning disability, the school district confirms that the student has been provided learning experiences and scientifically based instruction appropriate for his or her age and based on state-approved grade level standards. The school district then uses a discrepancy model for determining that a student has a specific learning disability according to state and federal regulations. The IQ-achievement discrepancy model assesses whether there is a statistically significant difference between a student's scores on a test of general intelligence and scores obtained on nationally normed academic achievement tests. According to state and federal regulations, in order to meet criteria for identification as a student with a specific learning disability, the student does not achieve adequately for his or her age and intellectual ability. In addition, the student does not meet state-approved grade-level standards in one or more of the following eight areas of achievement:
Oral expression
Listening comprehension
Written expression
Basic reading skills
Reading fluency skills
Reading comprehension
Mathematics calculation
Mathematics problem solving

Several factors must also be taken into consideration before a student meets the state's SLD eligibility criteria, such as: visual, hearing or motor disabilities; intellectual disability; emotional disability; cultural factors; environmental or economic disadvantage; limited English proficiency; attendance; and access to appropriate instruction, including the essential components of reading instruction.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:
https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

The district has identified 12.1% of students as special education students as compared to 16.9% of students identified as special education students throughout the state. This difference is most likely representative of the use of the RtII model across all buildings K-12. All students are provided with interventions based on need specifically in the areas of math and English Language Arts.
The district has identified 15.2% of special education students as students with Autism as compared to 11% of students identified as students with Autism throughout the state. This difference is most likely due to the collaboration with the PA Autism Initiative and the high quality of programming and efforts to support students with Autism within the inclusive environment.
The district has identified 7.6% of special education students as students with an emotional disturbance as compared to 8.6% of students identified as students with an emotional disturbance throughout the state. The difference is most likely due to district collaboration with local mental health agencies and a contract with the University of Pittsburgh to provide mental health personnel to the district.
The district has identified 3.1% of special education students as students with intellectual disabilities as compared to 6.4% of students identified as students with intellectual disabilities throughout the state. This difference is most likely due to the increase in the number of students with Autism and intellectual disabilities who are identified as students with Autism on the Special Education Data Report.
The district has identified 20.5% of special education students as students with an other health impairment as compared to 15.7% of students identified as having an other health impairment throughout the state. This difference is most likely due to the high prevalence of ADHD and Anxiety within the student population. The district is working on implementing tiers of support for behavior and mental health to address the needs of students outside of identification for individualized programming.
The district has identified 30.2% of special education students as students with learning disabilities as compared to 40.9% of students identified as having a learning disability throughout the state. This difference is most likely due to the strong RtII and intervention programs that are implemented throughout the district.
The district has identified 18.5% of special education students as students with a speech or language impairment as compared to 14.5% of students identified with speech or language

impairments throughout the state. This is most likely due to the large percentage of district students who participate in preschools and early intervention programs as well as the high percentage of those students diagnosed with Autism enrolled in the district.

Non-Resident Students Oversight

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

1. The Fox Chapel Area School District is host to one facility under 1306 and meets its obligation by providing the students with an appropriate program of special education and training. Additionally, the FCASD maintains contact with the home school district of the student for the purpose of keeping the school district informed of its plans for educating the student and seeking the advice of that district with respect to the student.
2. The FCASD ensures that students are receiving FAPE within the LRE through appropriate evaluation and programming as outlined in PA Code 22: Chapter 14. The FCASD also plans with the home district and guardians with respect to the student.
3. The FCASD has not yet identified any barriers to meet its obligation under Section 1306 of the Public School Code.

Incarcerated Students Oversight

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

There are currently no facilities in FCASD for incarcerated students. The district would establish a set of procedures in collaboration with the educational program provider at the facility in order to identify, evaluate, and offer FAPE to incarcerated students. The procedures would include locating existing educational records. If the student has never been identified as eligible for special education services, then the records will be reviewed by FCASD to determine whether the student should be referred for a multi-disciplinary evaluation. The district in collaboration with the educational provider would assure that special education laws are followed, including the provision of a Free Appropriate Public Education.

Least Restrictive Environment

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

1. The district's philosophy regarding educating students with disabilities is that all students have the right to be educated with their nondisabled peers in their home schools. The philosophy and practices are reflected in how decisions are made about each student's educational program and placement. At every IEP meeting, current student data is reviewed and teams consider whether or not that particular student is in the least restrictive environment to meet their needs. Co-teaching strategies have been implemented across all grade levels in the district. This is a concept in which the special education teachers co-plan and/or push-in to the regular education class to support all learners. Both the academic subject teacher and special education teacher work together to provide instruction in the regular education classroom to all students.

The majority of students, regardless of disability, will receive instruction in the regular education setting with appropriate supports. All students with disabilities participate in the regular education setting for elective courses, as well as science and social studies.

The elementary program focuses on the least restrictive environment for students with disabilities. Push-in support is implemented in order to provide additional support and flexible grouping for students with disabilities. Intense professional development was provided to all faculty prior to implementing coteaching strategies and all teachers, general education and special education, receive ongoing professional development in curriculum and tiers of support. In addition to push-in support, the district's elementary special education program offers a pull-out model for any student in need of a higher tier of academic support in math or language arts. Other than these two academic subjects, students are fully included in the regular education class with support from the special education teacher. Both the regular and special education teachers work closely together to maintain IEP goals and provide supplementary aids and services, along with appropriate modifications and adaptations in order to provide FAPE.

The middle and high schools provide additional instructional periods to all students so that academic needs can be enriched or remediated based on the individual student. Each grade level has a structured period in which students with disabilities go to the support classroom to receive additional instruction in order to address skill deficits and receive support with

academic work from their special education teachers. Only those students whose IEP determines they need a more restrictive learning environment receive direct instruction in the learning support classroom from the special education teacher.

Many of the middle and high school of the classes are designed as cotaught classes in order to ensure maximum integration in the regular education classroom for our students with disabilities. Special Education teachers provide additional instruction in order to address skills deficits, along with providing support through flexible grouping and in a pullout basis to provide extra support with students' academic work. The emotional support teacher collaborates with other co-taught academic courses and also provides direct support for those students who need a higher level of support based on the IEP team decision.

Students who are part of the life skills program are included in regular education classes as decided upon by the IEP team. All students with disabilities participate in the inclusive environment and support is provided through special education teachers and paraprofessionals to allow for the highest level of integration. As with all students with disabilities, LRE is decided by the IEP teams. The IEP team always considers the regular education classroom with supplementary aids and services first before moving toward a more restrictive environment.

The district employs 58 special education paraprofessionals who provide one-on-one or small group support to our students with disabilities. The IEP team determines if a child needs paraprofessional support in order to access the regular education setting. Many of the district's paraprofessionals provide support in the regular education classrooms to several students with disabilities in order to maximize inclusion. All of the district's special education paraprofessionals receive professional development on professional education days. The AIU3, PaTTAN and The Watson Institute provide ongoing training. In addition to training and workshops, the paraprofessionals completed an online program called Master Teacher that allowed them to complete courses that were applicable to their work. They are required to complete an assessment at the end of each course that guaranteed mastery of the concepts. All paraprofessionals are required to maintain a portfolio that includes various samples of how they continue to enhance their knowledge of special education. This portfolio is a yearly requirement in which the paraprofessional may be asked to show during an evaluation meeting or different venue.

2. Over the years, FCASD has benefited from PDE's initiatives on educating all students in an inclusive educational system. Specifically, the district has accessed professional development offered through PaTTAN, AIU3, and other agencies. The FCASD also utilizes consultation, training, and technical assistance provided by the AIU, PaTTAN, and the Watson Institute. PaTTAN has provided on site consultation and district training on best practices and utilizing ABA techniques in instruction through the PA Autism Initiative.

The district provides ongoing professional development to all administrators and special education teachers in order to enhance its continuum of supports, services and educational placement options. All teachers are required to use research-based instruction when working with students with disabilities. The Director of Special Education works closely with the Executive Directors of Elementary and Secondary Curriculum, building principals, special education teachers, and school counselors to assure evidence-based models of

instruction are implemented across the district in order to expand the continuum of supports and services. Regardless of where the student is receiving instruction, researched-based curriculum materials are used consistently across the district and all teachers providing the instruction receive training and ongoing coaching to implement the curriculum with fidelity. Some of the resources used for students with disabilities who require a more specialized instruction include Read 180 Universal, Math 180, SpellRead, Fundations, Number Worlds, and SRA Reading Mastery.

The district consults with experts from PaTTAN, the AIU3, and the Watson Institute on an ongoing basis in order to replicate programs that have proven to be successful through research. Consultants from these agencies provide site-based training on scheduled professional development days, based on the ongoing IEP team needs, or as needed throughout the school year in order to continue to enhance our inclusive programming for students with disabilities. Yearly training is provided to new faculty so that they can continue to provide the appropriate instruction, adaptations and modifications to our students with disabilities. The district provides several options for training opportunities for all staff, including paraprofessionals. On-site training for all faculty takes place on professional development days. PaTTAN and AIU training opportunities are scheduled into the professional development calendar and administration is encouraged to participate. Teachers are required to attend training that relates to their positions or content area. Substitutes and release time are provided if necessary. Conferences and workshops at other facilities and agencies are honored if appropriate. Online courses and webinars are becoming more and more popular as technology enhances. PaTTAN offers streaming videos of conferences that administration and faculty take advantage of regularly.

3. Based on the district SPP targets and Indicator 5 data, 85.7% of district students are inside regular education classes 80% or more of the day. This is considerably higher than the state average of 62.0%. 5.1% of district students are inside regular education classes less than 40% of the day. This number is considerably lower than the state average of 9.3%. 5.5% of district students are educated in settings outside of the school district. Although the state average is 4.9%, the difference can be attributed to the special education students who have moved into the district with IEP's for specialized settings.

The Fox Chapel Area School District is a proponent of inclusive settings for students with disabilities. The goal is to educate our students in the school setting, specifically the regular education classroom. Students with disabilities are encouraged to be as independent as possible in all school activities, including transition, extra-curricular activities, lunch, recess, and classroom instruction. The district will provide the appropriate supports to promote independence. FCASD maintains effective instructional practices by providing explicit, data-based, systematic instruction for learning through the process of Multi-Tiered Systems of Support (MTSS). IEP goals are standards-based and age appropriate. Instruction is adapted to meet the individual needs of the student as described in the IEP. The district provides the required continuum of supports and services for students with disabilities that are designed to provide a rich supply of diverse programs that support sound inclusive practices.

The FCASD assures that students with disabilities are members of diverse, age-appropriate regular education classes in their neighborhood school with supplementary aids and

services provided to support learning and participation. In all cases, the IEP teams consider and determine whether there is a need for instruction outside of the regular education setting and for what portion of the school day. Program and placement decisions are based on student strengths and needs. IEP teams consider the regular education classroom with supplementary aids and services before considering a more restrictive environment. District administrators, special education teachers, regular education teachers and support personnel have received training on Least Restrictive Environment (LRE) and are aware of the federal and state requirements. The FCASD IEP teams consider all factors when determining educational placement decisions. Parents are an integral part of the IEP team and are instrumental in deciding FAPE and LRE for their child. First, initial eligibility is decided. Second, the IEP team determines FAPE and develops the Individualized Educational Program (IEP) for the student. If the IEP teams determine the regular education classroom appropriate, then supplementary aids and services, adaptations and/or accommodations will be established. The IEP team also determines the tier of support that would be most appropriate for reading and math. If the IEP team determines FAPE cannot be delivered in the regular education classroom, then they move to the next step along the continuum of placement options to determine where FAPE can be delivered. The next step on the continuum is direct instruction from a special education teacher in the special education classroom within the school setting. All special education teachers K-12 have earned "highly qualified" status. IEP teams determine the level of direct instruction needed and for what academic subjects (math, ELA, social/emotional, etc.). In addition, IEP teams determine the supplementary aids and services, adaptations and modifications needed in the more restrictive learning environments. IEP teams are encouraged to first consider itinerant services for all students moving along the continuum of placement options to a more restrictive setting. From there, if it is determined that FAPE is required in a more restrictive environment, then the IEP team would consider supplemental services. The FCASD offers a full continuum of services ranging from Itinerant to supplemental and full-time support. Only after the IEP teams have exhausted all of the resources the district can offer (supplementary aids and services, adaptations and modifications in all placements) and followed the proper IEP process and continuum of placement options for determining LRE and FAPE for students with disabilities, is an outside placement considered.

If the IEP team determines an outside placement is the LRE for a student with a disability in order to receive FAPE, then intense planning is done in order to find the appropriate placement facility. Parents are an integral part of the decision-making process. To date, the district has 28 students placed in other settings as a result of IEP team members deciding those placements were the LRE for each student. The process described above was followed with fidelity in making these decisions. It should be noted that some of these students transferred from other districts or entered kindergarten with the outside placements being their LRE. As a result, the district honored the IEP process and placement determination conducted prior to enrollment in the FCASD. The school psychologist is the district liaison for all incoming DART students and the Director of Special Education and Pupil Services is the district liaison for those students attending outside placements. He is familiar with each facility, whether it is an APS, AIU Center, private facility or state operated facility and is

knowledgeable of what each facility specializes in and assures the facility is able to provide FAPE for the student. Before a student is placed in an outside placement, a pre-meeting and tour is arranged with the parents, district liaison and members of that facility. If appropriate, the student will take part in the team planning meeting.

There are also times when the special education teacher from FCASD will attend the IEP team meeting in order to plan a solid transition and make sure the student's needs are being addressed in the outside placement. Students in outside placements who are graduating or aging out receive a Fox Chapel Area School District diploma.

Behavior Support Services

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

1. Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.

In addition to the district policy, there are several initiatives in place that address student behavior in a proactive manner in the schools. The district utilizes a system of Multi-Tiered Systems of Support for academic, social/emotional, and behavioral supports. Buildings utilize a School-Wide Positive Behavior Supports (SWPBS) systems that are structurally similar, but unique based on the student population within the building. The MTSS programs utilize consultants from the AIU3 to provide ongoing professional development to all administrators and faculty in order to implement the SWPBS and MTSS systems. Additionally, the district has implemented the Olweus Bullying Program K-8 as a structured method for addressing bullying in a proactive manner over the past several years. The high school has a team that meets periodically to address bullying and behavioral issues and continuously works to improve the systems in place at the high school level. There is an anonymous bullying report system in place K-12 to promote the reporting of bullying in a safe manner for students. Various methods of data are used to make sound decisions/plans for each student in order to meet their needs prior to them being evaluated for special education.

The district has K-12 Student Assistance Program (SAP) in place in which each building has a trained SAP team that meets bi-weekly. The district contracts with Maximizing Adolescent Potentials (MAPS) through the University of Pittsburgh to provide liaisons who is part of

each SAP team. This liaison(s) conducts any recommended mental health or drug and alcohol assessments and provides resources to parents. Parents are an integral part of this process and are informed and involved in their child's programming from the onset. Additionally, the district has added school-based mental health in conjunction with Family Behavioral Resources. Students are able to access licensed mental health care during the school day.

Finally, the district has a team of various personnel in each of the five buildings that are certified in Comprehensive Crisis Management (CCM). These teams are available to address those behaviors of students that require immediate intervention that may involve de-escalation or the possible need for restraint. Every year, these teams receive updated training in order to keep their certification active from trainers within the district who have been certified by Western Psychiatric Institute and Clinic (WPIC). Only those certified on the team are permitted to restrain students if necessary. Each building has a system in place if the need should arise. the district follows the proper guidelines when conducting restraints and if the child is identified as a child with a disability, then the proper IEP protocol is followed after the restraint takes place.

For those students with IEPs who exhibit behavioral issues, the IEP team follows the proper process for addressing these concerns. A formal or informal Functional Behavioral Assessment (FBA) may be recommended in order to design an appropriate Positive Behavioral Support Plan (PBSP) that will better meet the child's needs. All special education teachers and building administrators have received training on how to conduct, write and implement effective FBAs and PBSPs. If discipline is necessary for a student with a disability, the appropriate discipline process is followed according to IDEA and Chapter 14: Special Education Services of the Pennsylvania School Code. All building administrators receive ongoing training on issues related to discipline and special education.

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

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Physical Restraints

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

proven to be or are less effective.

The Special Education Coordinator or designee shall notify the parent/guardian as soon as possible of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a Positive Behavior Support Plan.

2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.

3. Staff are authorized to use the restraint and have received appropriate training.

4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Aversive Techniques

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

1. Corporal punishment.

2. Punishment for a manifestation of a student's disability.

3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.

4. Noxious substances.

5. Deprivation of basic human rights, such as withholding meals, water or fresh air.

6. Suspensions constituting a pattern as defined in state regulations.

7. Treatment of a demeaning nature.

8. Electric shock.

9. Methods implemented by untrained personnel.

10. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral to Law Enforcement
The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.
Subsequent to a referral to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.
If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Special Education Coordinator or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.
For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.
Relations with Law Enforcement
The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.
The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.
Fox Chapel Area School District has school wide expectations of behavior for all students, based on the values of respect, responsibility, and integrity. There are guidance counselors at each elementary building who work with students to develop positive peer relationships. At the middle school level there are three guidance counselors, one for each grade level, and at the high school there are six guidance counselors available to work with students who may need additional support for behavior. In addition, the district employs two Behavior Specialists to work with small groups and individual students on how to manage anger and

establish positive relationships with peers and adults. There are three master's level social workers contracted through the University of Pittsburgh's Maximizing Adolescent Potentials (MAPs). The Behavior Specialist and or the MAPs counselor may also implement the goals for psychological counseling and may coordinate strategies for managing anger, depression or anxiety.

When a student's behavior begins to interfere with learning, the student and an adult will discuss alternative choices of behaving that could lead to better consequences. A classroom management system, including a reinforcement schedule, may be implemented to provide positive feedback on positive behaviors. When these steps are not sufficient, a building team requests parent permission to conduct a Functional Behavior Assessment (FBA) to determine the antecedents and consequences related to the interfering behavior of a student.

2. Ongoing training is provided by AIU3, PaTTAN, consultants and district staff. As mentioned previously, the District also utilizes Comprehensive Crisis Management (CCM) training through WPIC. This program encompasses, 3 certified trainers in the district, as well as building level teams trained annually on de-escalation and response to behavior that may require immediate intervention. All paraprofessionals also complete full-day certification or half-day re-certification, annually, in CCM to address the needs of students with whom they work.

3. The District provides School-Based Behavioral and Mental Health Services through partnerships with the University of Pittsburgh, Maximizing Adolescent Potentials (MAPS) program and Family Behavioral Resources (FBR). There is also coordination with Allegheny County, PDE, PaTTAN, AIU3, University of Pittsburgh, the STAR Center, Family Behavioral Resources, and the Watson Institute for continued training and consultation for all of our students and staff. We are initiating the Stand Together Program to reach our middle school students for early education and reduction of stigma and increasing our efforts within the district to teach students about mental health and how to access supports within the school.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1.   The Fox Chapel Area School District has been successful in providing a Free Appropriate Public Education to students with disabilities. At the present time, the Fox Chapel Area School District has no unresolved issues with locating and ensuring FAPE for any individual student, or for a particular disability category.

2.   It is the goal of every IEP team to look at the services that can be provided for a student within the regular educational setting with their peers by looking at the addition of appropriate supports within the general educational setting. We offer a full continuum of services including placements in Allegheny County private and approved private schools. In order to meet the needs of our students, we have opened intensive teaching classrooms K - 8 to support students with complex needs. We have worked with community agencies and local businesses to expand our transition program. The district continues to look at the data and will access and develop programming designed to meet the needs of our students. The district works closely with the Allegheny County Department of Human Services, Office of Behavioral Health, Bureau of Child & Adolescent Services, Early Intervention, Allegheny County CYF, Office of Intellectual Disabilities, Allegheny County Probation Office, the Allegheny Intermediate Unit 3, and local behavioral and mental health providers to ensure FAPE for our students. The Fox Chapel Area School District works with Therapeutic Staff Support personnel, Mobile Therapists, Behavioral Therapists, and Intensive Case Managers. District and building administrators, guidance counselors, general education teachers, special education teachers and support staff endorse the philosophy that individual students require the collaboration of multiple agencies to address issues that can occur within the school environment, community setting, or in the home.

3.   The Fox Chapel Area School District is currently meeting the needs of all students through a comprehensive continuum of services. The district also collaborates with local resources such as PaTTAN, the AIU3 and PDE to assess needs and evaluate continuous improvement within the district.

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

Facility Name	Facility Type	Services Provided By	Student Count
Passavant Memorial Homes	Nonresident	The Fox Chapel Area School District	3

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
The Children's Institute	Approved Private Schools	Life Skills Support	5
Friendship Academy	Approved Private Schools	Emotional Support	9
Phase IV	Other	Alternative Education - Emotional Support	1
Sunrise School	Special Education Centers	Life Skills Support	2
Watson Institute	Approved Private Schools	Autistic Support	3
Western Pa. School for the Blind	Approved Private Schools	Multi Disabilities Support	4
Pressley Ridge Day School	Approved Private Schools	Emotional Support	2
Pressley Ridge Day School for Autism	Approved Private Schools	Autistic Support	1
The School at McGuire Memorial	Approved Private Schools	Multiple Disabilities	1
WISCA	Approved Private Schools	Autistic Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: ClassandPosition

        Implementation Date: May 1, 2019

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	11	0.8
Locations:				
Fairview	An Elementary School	A building in which General Education		

		programs are operated		
Elementary	Building	programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.2
Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	4	1
Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	21	0.8
Justification: Speech/Language therapist who see students individually or in small groups within the age range.				
Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	7	0.2
Locations:				
Hartwood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 19, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 7	1	1
Locations:				
Hartwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: ClassandPosition
Implementation Date: May 1, 2019
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	13	0.8
Justification: Itinerant learning support students who are seen individually or in small groups with same age peers. Students outside of the age range are never supported together.				
Locations:				
Hartwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 10	2	0.2
Locations:				
Hartwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: ClassandPosition
Implementation Date: November 19, 2014
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	4	0.8
Locations:				
Hartwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.2
Locations:				
Hartwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: November 19, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	7 to 8	3	0.7
Locations:				
Hartwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 8	1	0.1
Locations:				
Hartwood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 9	1	0.1
Locations:				
Hartwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 10	1	0.1
Locations:				
Hartwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position
Implementation Date: May 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 5	1	0.5
Locations:				
Kerr Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 5	1	0.5
Locations:				
Kerr	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		

Program Position #10 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: November 19, 2014
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 9	3	1
Locations:				
Kerr Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: November 19, 2014
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 9	3	1
Locations:				
Kerr Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: November 19, 2014
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 8	1	1
Locations:				
Kerr Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: November 19, 2014
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	4	1
Locations:				
Kerr Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: May 1, 2019
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	13	0.9
Locations:				
Kerr Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 11	1	0.1
Locations:				
Kerr Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: May 1, 2019
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	13	0.7
Justification: Speech/Language therapist who see students individually or in small groups within the age range.				
Locations:				
Kerr Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	5	0.3
Locations:				
Hartwood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program
Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: May 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	9	0.7
Locations:				
FCAHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 19	3	0.2
Justification: Students are working on individualized goals and objectives within individual and small groups with same-age peers				
Locations:				
FCAHS	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%)	Autistic Support	15 to 15	1	0.1
Locations:				
FCAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 21, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	18	1
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 21, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	18	1
Locations:				

FCAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Class
> > *Implementation Date:* May 14, 2014
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	21	0.9
Locations:				
FCAHS	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	17 to 17	1	0.1
Locations:				
FCAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Position
> > *Implementation Date:* May 1, 2019
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	11	0.5
Locations:				
FCAHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	16 to 16	1	0.15
Locations:				
Fox Chapel 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	Autistic Support	17 to 17	1	0.15
Locations:				
Fox Chapel 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	Deaf and Hearing Impaired Support	14 to 17	5	0.2
Locations:				
FCAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program
    Operator: School District
    PROPOSED PROGRAM INFORMATION
        Type: Position
        Implementation Date: November 21, 2014
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	15	0.8
Locations:				
FCAHS	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	18 to 18	1	0.1
Locations:				
FCAHS	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	Blind or Visually Impaired Support	17 to 17	1	0.1
Locations:				
FCAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program
    Operator: School District
    PROPOSED PROGRAM INFORMATION
        Type: Position
        Implementation Date: May 1, 2019
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	1
Locations:				
FCAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: School District
PROPOSED PROGRAM INFORMATION
  Type: ClassandPosition
  Implementation Date: May 1, 2019
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	15	0.8
Justification: Itinerant Emotional Support students are seen individually or within small groups with same age peers.				
Locations:				
FCAHS	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	16 to 18	3	0.2
Locations:				
FCAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program
  Operator: School District
PROPOSED PROGRAM INFORMATION
  Type: Class
  Implementation Date: November 21, 2014
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 20	12	0.9
Justification: Students work 1:1 and in small groups with same age peers.				
Locations:				
FCAHS	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 14	1	0.1
Locations:				
Fox Chapel Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program
  Operator: School District
PROPOSED PROGRAM INFORMATION
  Type: Class
  Implementation Date: November 21, 2014
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Learning Support	14 to 18		18	1
Locations:					
FCAHS	A Senior High School Building	A building in which General Education programs are operated			

Program Position #28 - Proposed Program
   Operator: School District
   PROPOSED PROGRAM INFORMATION
     Type: ClassandPosition
     Implementation Date: May 1, 2019
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 15	1	0.2
Locations:				
FCAHS	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	8	0.8
Locations:				
FCASD	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program
   Operator: School District
   PROPOSED PROGRAM INFORMATION
     Type: Position
     Implementation Date: May 1, 2019
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	8	0.8
Locations:				
FCAHS	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 14	1	0.2
Locations:				
FCASD	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program
   Operator: School District
   PROPOSED PROGRAM INFORMATION
     Type: Class
     Implementation Date: May 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 12	1	1
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program
>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Position
>>*Implementation Date:* May 1, 2019
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	16	0.85
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.15
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program
>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Position
>>*Implementation Date:* May 1, 2019
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	17	0.7
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.1
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 12	1	0.2

Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: May 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	5	0.4
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 14	3	0.2
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.2
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 14	1	0.2
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: May 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	17	0.65
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 13	1	0.15
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 14	2	0.2
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Position
>> *Implementation Date:* May 1, 2019
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	13	0.8
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 12	2	0.2
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #36 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* ClassandPosition
>> *Implementation Date:* May 1, 2019
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 12	2	0.2
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 14	4	0.4
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 12	1	0.2
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 12	1	0.1
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	1	0.1
Locations:				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Class
> > *Implementation Date:* November 20, 2014
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	25	1
Justification: Speech/Language therapist who see students individually or in small groups within the age range.				
Locations:				
O'Hara	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Position
> > *Implementation Date:* May 1, 2019
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	7	0.75
Locations:				
O'Hara	An Elementary School	A building in which General Education		

	Type of Support	Level of Support	Age Range	Caseload	FTE
Elementary	Building	programs are operated			

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 12	1	0.25
Locations:				
O'Hara Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: May 1, 2019
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	6	0.7
Locations:				
O'Hara Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 8	1	0.1
Locations:				
O'Hara Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 9	1	0.1
Locations:				
O'Hara Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 9	1	0.1
Locations:				
O'Hara Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: November 20, 2014
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	7	1
Locations:				
O'Hara Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Position
>> *Implementation Date:* May 1, 2019
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	5	0.8
Locations:				
O'Hara Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 5	1	0.2
Locations:				
O'Hara Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class
>> *Implementation Date:* November 20, 2014
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	4	1
Locations:				
O'Hara Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Position
>> *Implementation Date:* May 1, 2019
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	5	0.7
Justification: Supporting students individually within a K-5 general education building.				

Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.1
Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 7	1	0.1
Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 6	1	0.1
Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessionals	All Buildings	53
School Psychologists	All Buildings	2
Behavior Specialists	All Buildings	2
Special Education Director	District	1
Speech and Language Pathologist	All Buildings	4

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Hearing Support	Outside Contractor	15.5 Hours
Physical Therapy	Outside Contractor	1.5 Hours
Vision Support	Outside Contractor	0.53 Hours
Occupational Therapy	Outside Contractor	76.25 Hours
Social Services Liaisons	Outside Contractor	15 Days
Orientation and Mobility	Outside Contractor	0.63 Hours

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:
After reviewing school level accomplishment and challenges, student achievement data, input from stakeholders, and through frequent engagement with teachers and building level administrators through regular management of the district, the following patterns were identified as accomplishments, challenges, or both:
High Achievement Levels and Rigorous Academic Programs for ALL Students
Student Supports and Enrichment
Student Well-Being and Safety
Communication
The goals articulated later in this plan reflect the priorities established through the yearlong Comprehensive Planning process. They provide for flexibility to adapt strategies and implementation steps to best meet the needs of FCASD students and the community.

District Accomplishments

Accomplishment #1:

Fox Chapel Area School District continues to be recognized for academic, athletic, and other achievements that consistently position that district among the very best in the Commonwealth of Pennsylvania and the Nation, including:

- Consistent gains in student achievement since the transition to the PA Core Aligned Standards including increases in the number of students demonstrating Advanced level skills on the PSSA and Keystone Exams

- Fox Chapel Area High School Students continue to perform well above state and national averages on the SAT and AP Exams and was honored in 2017 on the 7th Annual AP District Honor Roll

- 2019 National Banner Unified Champion School for inclusion by Special Olympics

- Fox Chapel Area High School was named among the 2017 Washington Post's America's Most Challenging High Schools

- National Blue Ribbon School Designations

- Pittsburgh Magazine "Best Schools" designation, September 2018

- A+ Overall Niche Rating for five consecutive years

- Pittsburgh Business Times Ranking Gains from among local districts from seventh in 2016 to second in 2019, and a state ranking change of sixteenth in 2016 to fifth in 2019

- Having ten high school students named 2019 National Merit Finalists, Semifinalists, or Commended students

- The district was one of only 19 new school districts nationwide accepted into Digital Promises League of Innovative Schools in 2016

- Representation in the United States Presidential Scholars program

- Representation in the National Center for Women & Information Technology Award for Aspirations in Computing

- Multiple award winners at the Pennsylvania Junior Academy of the Sciences

- Multiple students inducted into the National Technical Honor Society

- Many any students place in forensic tournaments and Model UN competitions

Accomplishment #2:

FCASD has many noteworthy achievements in music performance and music education including:

- Being named among the Best Communities for Music Education, one of only 92 in the state and 623 in the nation, over the last three years

- Being represented by a student in the National Honors Orchestra

- Having elementary students selected to perform at the Pennsylvania Music Educators Association District 1 Elementary String Festival

- Annual participation by district students in honors, regional, and state Pennsylvania Music Educators Association Bands, Orchestras, and Choirs

- DMS Band and Orchestra earned a rating of "Superior" at the Music in the Parks Adjudication Festival

- Outstanding stage performances by district students performing musicals and plays

- Various awards and recognitions for individual and group musical achievements

Accomplishment #3:

FCASD has many noteworthy achievements in academic and creative writing including:

- A Gold Key, Silver Keys, and honorable mentions for Writing award winner in the Pittsburgh Regional Scholastic Writing Awards

- Two gold medal and three silver medal winners in the national Scholastic Art & Writing Awards

- The district's literary arts magazine "Tapestry" was recognized as a first-place winner by the American Scholastic Press Association

Accomplishment #4:

FCASD has many noteworthy accomplishments in athletics including:

- PIAA State Champions - Girls' Cross Country and Girls' Doubles Tennis

- WPIAL Team Champions - Boys' Tennis

- WPIAL Individual Champions - Diving and Tennis

- Section Champions - Girls' and Boys' Varsity Golf, Girls' and Boys' Cross Country, Field Hockey, Girls' and Boys' Lacrosse, Girls' and Boys' Tennis, Wrestling, Diving, Boys' Basketball, Girls' Swimming, Girls' Soccer,

- Having many student-athletes named to all-state, all-star, and special teams in cross country, football, field hockey, girls' soccer, girls' volleyball, and ice hockey

- Swimming and diving team members qualified for state championships

- Members of the indoor track team win first place at the Tri State Track Coaches Association meet and others qualified for state championships

- Participation in the PIAA boys' and girls' basketball playoffs with selected students chosen to play in all-star roles or on special teams

- Unified Bocce team and first Unified Track team in Allegheny county. Unified Track qualified 12 students for the state tournament in inaugural season.

Accomplishment #5:

The accomplishments listed above are not inclusive of the thousands of accomplishments made by district students over the past few years. The Fox Chapel Area School District is proud of all students as they strive for excellence both in and out of the classroom.

District Concerns

Concern #1:

While these successes and accomplishments are nearly unparalleled throughout Pennsylvania, district stakeholders, including Board Members, parents and community members, and district personnel recognize that continuous improvement is possible. Through strategic planning sessions with the Board of Education, building Site-based teams, and through analysis of other available district data, the administration identified key issues that could be addressed over the next several years including:

Academic enrichment for students meeting or exceeding grade level skills
Academic safety nets for students who are performing below grade level or require accommodations to reach their
Attack on public education
Communication and engagement through social media and ability to ensure accuracy of information
Complexity of mental health issues among students resulting in disruptions to education
Focus on Humanities and other non-academic subjects
Frequent Changes to PDE Requirements
Groups of students not performing commensurate with their grade level peers
Miscommunication and false information shared between stakeholder groups
More consistent use of current systems for communicating student information, i.e. PowerSchool, Schoology
Need for ongoing professional development to keep up with trends in education
Potential for enrollment fluctuations based on new housing or dropping enrollment and the effect on class sizes
Pressure to perform by parents, teachers, and the community

Prioritizing wants vs. needs
School Safety and Security
School start time
Shortage of substitute teachers
Shrinking talent pool of teachers, support staff, and administrators
Student health and well-being
Substance Abuse, Vaping, Technology Addiction
Teachers being out of the classroom for training/meetings
The need to prioritize investments due to limited resources
Types and levels of internal and external communication
Unfunded mandates from PDE and USDE

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Systemic Challenge #2 *(Guiding Question #0)* Ensuring opportunities for continuous academic growth and achievement for all students.

Systemic Challenge #3 *(Guiding Question #0)* Providing a variety of robust and effective intervention and enrichment opportunities based on individual student needs.

Systemic Challenge #4 *(Guiding Question #0)* Effectively and efficiently communicated district information to stakeholders to inform and promote district initiatives.

Systemic Challenge #5 *(Guiding Question #0)* To ensure the physical and mental safety of students, staff, and the community.

Systemic Challenge #6 *(Guiding Question #0)* To leverage district fiscal, human, and physical resources to provide quality programs for students amidst a myriad of economic challenges.

District Level Plan

Action Plans

Goal #1: Learning and Growth: The Fox Chapel Area School District will provide a curriculum and opportunities that foster academic growth and personal development through comprehensive student focused programs.

Related Challenges:

- Ensuring opportunities for continuous academic growth and achievement for all students.
- Providing a variety of robust and effective intervention and enrichment opportunities based on individual student needs.

Indicators of Effectiveness:

Type: Interim

Data Source: Formative Benchmark Assessment Data

Specific Targets: Measurable growth between assessments regardless of their starting academic levels. Increase growth for Federally identified sub-groups based on ethnicity, socioeconomic status, and special education plans.

Type: Interim

Data Source: State Assessment Performance Data

Specific Targets: Achievement levels in academic assessments, college and career readiness exams, and locally created assessments will be maintained or improve for all student groups.

Type: Interim

Data Source: PA Core Standards based performance data from benchmark assessments and annual state tests.

Specific Targets: Achievement levels in academic assessments, college and career readiness exams, and locally created assessments will be maintained or improve for all student groups with specific focus on identified PA Core Standards.

Type: Annual

Data Source: Professional observation and evaluation of instructional practices aligned to student achievement and growth data.

Specific Targets: Monitoring of the fidelity of instruction through research-based strategies aligned to teacher observation and student achievement and growth assessment tools. Changes in instructional practice and methodologies as a direct result of data analysis and response.

Type: Annual

Data Source: Staff professional development opportunities aligned with district achievement and growth goals.

Specific Targets: Staff members will receive professional development aligned with their areas of responsibility that promote differentiation to meet the needs of all students and enhance learning opportunities in the classroom.

Strategies:

Curriculum mapping and vertical articulation of 21st century skills

Description:

The Fox Chapel Area School District (FCASD) follows a process of curriculum mapping based on the [Understanding by Design (UbD)](#) model developed by Grant Wiggins and Jay McTighe. The curriculum map incorporates elements, such as "Know, Understand, and Do" that are part of Differentiated Instruction within a UbD framework that includes three stages of curriculum design:

Stage 1: Desired Results - Includes Big Ideas, Essential Questions, Knowledge and Skills

Stage 2: Evidence - Includes Assessment and Performance Tasks

Stage 3: Learning Plan - Includes the sequencing of learning.

On-going curriculum committee meetings occur throughout the year engaging educators in reflective processes that lead to improvement of curricular maps, resource implementation, and data-aligned planning to promote student mastery of the PA Core academic standards.

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

Differentiating Instruction supported by the Teaching & Learning Framework

Description:

The FCASD model now incorporates elements of [Differentiated Instruction based on the work by Carol Ann Tomlison](). The District also continues to use the Teaching & Learning Framework from Charlotte Danielson for professional development and walk-through observations.

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

PA Core Standards Aligned Academic Benchmarking

Description:

Student benchmarking data as part of a comprehensive process for instructional planning. All students in grades K-8, as well as some students at the high school, engage in periodic benchmark assessments that provide teachers and the administration with a variety of data that is analyzed and used for instructional planning.

Fox Chapel Area School District's use of data to drive instruction is grounded in the tenet that all students have the ability to grow academically and instructional differentiation for individual students promotes continued growth and achievement to support students to reach their highest potential. These beliefs are shared by all professional staff and each stakeholder works tirelessly to ensure that students are afforded the very best instruction and opportunities for learning each day.

Benefits of a standardized, comprehensive benchmarking process include the use of current data to determine student needs. This is important because relying solely on state assessment data would only provide a yearly snapshot of student progress. Collecting data approximately every two months allows teachers to identify areas of need and opportunities for further enrichment for students. In addition, the standardized nature of Fox Chapel's process has resulted in a common language and protocols that are consistent throughout the districts' six buildings.

FCASD's process requires open dialogue between teachers and administrators as they analyze data and design instruction to meet the needs of students. The process encourages collaboration in planning and the sharing of ideas and resources amongst staff and serves to cultivate professional learning communities across grade levels and departments. To ensure that educators are using the data effectively, the administration and a team of teacher leaders provide training and attend data sessions to offer guidance and interpretation of data trends for individuals and groups of students. All educators are involved in the process including district office administrators, teachers, and support staff.

SAS Alignment: None selected

Faculty Professional Development

Description:

The district faculty will engage in meaningful professional development opportunities that include the use of research based scholarly articles and processes, timely learning opportunities aligned to data identified goals, and additional professional development related to the social/emotional needs of students connected to their learning.

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

College and Career Readiness

Description:

The school district will provide opportunities for students to engage in college and career activities, lessons, and/or experiences throughout their time in the Fox Chapel Area School District.

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

Implementation Steps:

Benchmark Student Achievement and Growth

Description:

Students in grades K-8 and Keystone aligned high school courses will participate in standards-aligned, quarterly benchmark assessments to evaluate their progress towards mastery of the PA Core Academic Standards for their grade level. Data from these benchmark assessments will be used to develop plans to remediate or enrich students within the standards. Quarterly meetings to discuss student progress, instructional planning and strategies, curriculum alignment, and resource procurement will occur at each building. Fidelity of instruction will be monitored through various methods of verification including classroom observation with direct feedback, data analysis and response, and through professional learning communities and educator committees tasked with evaluating instructional strategies, resources, and outcomes.

Start Date: 8/24/2020   **End Date:** 6/30/2023

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

Supported Strategies:

- PA Core Standards Aligned Academic Benchmarking

Identify Faculty Professional Development Needs

Description:

The faculty and administration will identify professional development needs and opportunities in addition to state and federally mandated requirements. This will be done on a semi-annual or annual basis and be aligned with academic, behavioral, and social/emotional needs of students.

The district will fund professional development opportunities and supplies, both on and off site, for teachers, administrators, and support staff.

Professional development will occur during district in-service days as well as other designated training days throughout the academic year.

Start Date: 8/24/2020   **End Date:** 6/30/2023

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

Supported Strategies:

- Faculty Professional Development

Increase College and Career Readiness Opportunities

Description:

College and career readiness opportunities will be increased and provided in all grade levels in a developmentally appropriate way that meets or exceeds the requirements recently issued by the Pennsylvania Department of Education. Opportunities include but are not limited to college and career fairs and visitations, internships, classroom and grade level lessons on various career pathways, and field trips and presentations that expose students to a variety of options for their future. Documentation of these opportunities will be kept in accordance with PDE requirements which includes a set number of artifacts for each student. Enrichment beyond the academic standards in science that includes MFL in 1st and 2nd grade and Engineering in Kindergarten through 3rd and 5th grade showcase future college and career pathways for students.

Start Date: 7/1/2020   **End Date:** 6/1/2023

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

Supported Strategies:

- Faculty Professional Development
- College and Career Readiness

Goal #2: Support and Enrichment – Fox Chapel Area School District will ensure that the needs of each student are identified and supported through intervention and enrichment.

Related Challenges:

- Ensuring opportunities for continuous academic growth and achievement for all students.
- Providing a variety of robust and effective intervention and enrichment opportunities based on individual student needs.

Indicators of Effectiveness:

Type: Interim

Data Source: Formative Benchmark Assessment Data

Specific Targets: Measurable growth between assessments regardless of their starting academic levels. Increase growth for Federally identified sub-groups based on ethnicity, socioeconomic status, and special education plans.

Type: Interim

Data Source: PA Core Standards based performance data from benchmark assessments and annual state tests

Specific Targets: Achievement levels in academic assessments, college and career readiness exams, and locally created assessments will be maintained or improve for all student groups with specific focus on identified PA Core Standards.

Type: Interim

Data Source: The district will provide a variety of academic and social/emotional interventions and enrichments for district students

Specific Targets: A decrease in the occurrence or effect of social/emotional instances on academic performance through ongoing monitoring and adaptation of student support plans.

Type: Annual

Data Source: This district will continue to provide and enhance the extracurricular offerings

Specific Targets: Participation and engagement in non-academic activities such as sports, clubs, and performance groups encourages self-development in

areas of student interest and provides opportunities to connect with peers through structured activities.

Strategies:

Multi-Tiered System of School Supports (MTSS)

Description:

Per PDE guidelines, "Pennsylvania's Multi-Tiered System of Support (MTSS) is a standards-aligned, comprehensive school improvement framework for enhancing academic, behavioral and social-emotional outcomes for ALL students. Cross-disciplinary teams represented at the district, school, grade and individual levels use a problem-solving process to integrate evidence-based academic, behavioral and social-emotional practices matched to student needs and with fidelity of implementation."

Per these guidelines, Fox Chapel Area School District will use or enhance various elements of the MTSS framework and customize them to each district building based on identified academic and social/emotional needs.

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

High Quality Athletics and Extra-Curricular Programming

Description:

The Fox Chapel Area School District will support the continuation and enhancement of athletic and extra-curricular programs that provide students with inclusive opportunities to participate and thrive and their areas of interest. Students will be encouraged to participate, allowing them to collaborate with peers and build comradery while engaging in activities that promote physical health, demonstration of talents, and critical thinking skills.

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

Character and Social Skill Building Programs - Social Skills Training

Description:

Social skill building through a behavioral approach to teaching students age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms. The district utilizes a variety of age appropriate research-based resources to engage students in character and social skills

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

Implementation Steps:

Implement a Multi-Tiered System of School Supports (MTSS)

Description:

The district will transition from an academic focused RTII process to a Multi-Tiered System of School Supports (MTSS) process that more thoroughly considers student academic, social/emotional, and mental health needs. Student Assistance Program teams will facilitate the MTSS process in each building through frequent meetings to discuss student needs and outcomes.

Start Date: 7/1/2020   **End Date:** 6/30/2023

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

Supported Strategies:

- Multi-Tiered System of School Supports (MTSS)

Provide Student Assistance Program (SAP) Training

Description:

School personnel will engage in new or renewal professional development to become or maintain their SAP certifications. SAP teams in each building will be the facilitators of the MTSS programs to ensure that all students with unique academic or social/emotional needs have articulated strategies in place to make them successful.

Start Date: 7/1/2020   **End Date:** 6/30/2023

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

Supported Strategies:

- Multi-Tiered System of School Supports (MTSS)

Enhance Intervention and Enrichment Services

Description:

Fox Chapel Area School District will continue to provide a variety of comprehensive intervention and rigorous enrichment programs for district students. Interventions will be utilized for students who are identified as being at risk, with special attention to those who are or are at risk of performing below grade level. Social/emotional interventions will be utilized for students experiencing issues associated with mental health as a means to minimize their effect on their school performance and improve their overall outlook on school. The district will enhance current offerings and research additional intervention and enrichment resources based on student needs and trends. The district also implements a specialized program for English Learners based on their performance on the annual WIDA assessment.

Start Date: 7/1/2020   **End Date:** 6/30/2023

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

Supported Strategies:

- High Quality Athletics and Extra-Curricular Programming
- Character and Social Skill Building Programs - Social Skills Training

Support Opportunities for Extra-Curricular Activities

Description:

The district will continue to support and enhance opportunities for participation in academic, athletic, performing groups, and other clubs and activities based on student interest. Students will have means to communicate ideas for activities to building leaders to promote additional opportunities and to refine existing opportunities. Academic aligned

activities such as STEAM Camps and use of the FAB Lab will engage students in academic standards through hands-on learning opportunities.

Start Date: 7/1/2020   **End Date:** 6/30/2023

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

Supported Strategies:

- High Quality Athletics and Extra-Curricular Programming

Goal #3: Communication – FCASD will proactively celebrate and promote the activities of the district with our communities on a regular basis.

Related Challenges:

- Effectively and efficiently communicated district information to stakeholders to inform and promote district initiatives.

Indicators of Effectiveness:

Type: Interim

Data Source: Updates to the website, social media, student information portals such as PowerSchool and Schoology, district publications, and public presentation.

Specific Targets: The district will communicate information through a variety of means including the district website, social media, public presentations, and through periodic publications.

Type: Interim

Data Source: Fox Chapel Area School District constituents will have various means of obtaining information of interest.

Specific Targets: Constituents will be able to locate information of interest through various district resources including the district website, social media, archives of public presentations, and through published and distributed documents.

Type: Interim

Data Source: Fox Chapel Area School District will promote resources that will aide families in maximizing their experience in the district.

Specific Targets: Online resources as well as resources in each building will be available to families to increase their awareness of the district and encourage participation in the educational process for their students in the district.

Strategies:

Communication of District Information and Resources

Description:

Frequent communication of relevant information and resources is paramount to the success of the district. The Fox Chapel Area School District will provide information through a variety of mediums to make it accessible to all district stakeholders to proactively celebrate and promote the district.

SAS Alignment: None selected

Engagement of District Constituents

Description:

The Fox Chapel Area School District will provide opportunities for engagement by district constituents in a variety of ways. Communication from constituents will be considered when determining future district priorities and initiatives.

SAS Alignment: None selected

Implementation Steps:

Conduct Public Presentations

Description:

The district will provide periodic updates to the public via presentations of various district initiatives, results, and needs. The presentations will be archived for public view on the district website. Presentations will align with district goals and initiatives and trends in education effecting the district.

Start Date: 7/1/2020   **End Date:** 6/30/2023

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

Supported Strategies:

- Communication of District Information and Resources

Produce and Distribute District Publications

Description:

The district will periodically distribute publications to constituents including but not limited to magazines containing district information, student handbooks, and other printed resources relevant to student programming and opportunities.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Communication of District Information and Resources

Enhance Online Communication and Resources

Description:

The district will enhance and provide a variety of information through regular website updates and through the use of social media regarding district events, opportunities, and resources available to constituents. Enhancements to the website will include written and video displays of student accomplishments, easy to navigate pages, and links to important documents and information.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Communication of District Information and Resources

Continue School Building and District Site-Based Team Engagement

Description:

Building level Site-Based Teams will continue to meet throughout the school year and serve as an advisory group to building and district administration. The District Site-Based Team, made up of members from each Building Site-Based Team, will meet periodically as needed to discuss various district initiatives or areas of concern. Site Teams will be comprised of teachers, administrators, support staff, parents, and community representatives.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Engagement of District Constituents

Provide Opportunities for Dialogue with Constituents

Description:

The Fox Chapel Area School District will provide opportunities for dialogue with constituents through a variety of ways including but not limited to:

- Participation in community events

- Focus groups

- Communication through email and social media

- Participation in meetings such as PTO/PTA and other school related organizations

- Surveys and other feedback pathway

- Directory of district staff including email and phone numbers

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Engagement of District Constituents

Goal #4: Safety and Security – FCASD will create and ensure a safe environment where students, teachers, and all who participate in our activities are protected and informed of threats to their success.

Related Challenges:

- Effectively and efficiently communicated district information to stakeholders to inform and promote district initiatives.
- To ensure the physical and mental safety of students, staff, and the community.

Indicators of Effectiveness:

Type: Interim

Data Source: Instruction and awareness of trends that put students and the community at risk

Specific Targets: The district will provide students, families, and staff with information through various means to inform them of trends in teen addiction, mental health, digital citizenship.

Type: Interim

Data Source: Safety and Security Measures

Specific Targets: The district will periodically review and evaluate preventative and responsive safety and security initiatives and resources

Type: Interim

Data Source: Staff Trainings and Certifications

Specific Targets: The district will provide staff with various trainings that include emergency response, identification and management of student mental health needs, and information about threats to student success such as addiction and misuse of technology

Strategies:

Emergency Preparedness Measures

Description:

Through a comprehensive approach to safety and security, the Fox Chapel Area School District will implement a variety of preventative and responsive measures to harden district buildings against threats to students and staff.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

School Community Awareness

Description:

The Fox Chapel Area School District will address trends that result in threats to student success such as addiction, mental health, and digital citizenship and responsibility. Through awareness, the community can work collaboratively to promote student success by mitigating adolescent risk factors.

SAS Alignment: None selected

Student Assistance Programs and Strategies

Description:

The district will provide multiple student assistance programs and employ strategies to mitigate the effect of academic and non-academic factors that interfere with student success in the educational program. The programs and strategies will be facilitated by collaborative teams, utilizing data and information to design individual plans to assist identified students.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Provide Preventative and Responsive Safety Training for District Staff

Description:

The district will provide training to staff members including but not limited to:

- ALICE Training

- First Aid/CPR

- Evacuation and Lockdown procedures

- Safety and Security Technology

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Emergency Preparedness Measures

Implement a Multi-Tiered System of School Supports (MTSS)

Description:

The district will transition from an academic focused RTII process to a Multi-Tiered System of School Supports (MTSS) process that more thoroughly considers student academic, social/emotional, and mental health needs. Student Assistance Program teams will facilitate the MTSS process in each building through frequent meetings to discuss student needs and outcomes.

Start Date: 7/1/2020   **End Date:** 6/30/2023

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

Supported Strategies:

- Student Assistance Programs and Strategies

Goal #5: Resource Management - Fox Chapel Area School District will steward and effectively use financial, human, and physical resources to support achievement of our mission and vision.

Related Challenges:

- To leverage district fiscal, human, and physical resources to provide quality programs for students amidst a myriad of economic challenges.
- Ensuring opportunities for continuous academic growth and achievement for all students.
- Providing a variety of robust and effective intervention and enrichment opportunities based on individual student needs.

Indicators of Effectiveness:

Type: Annual

Data Source: Annual Budget

Specific Targets: The Board of Education will approve an annual budget that encompasses the goals of the school district while being respectful of the fiscal implications to district tax-payers

Type: Interim

Data Source: Staffing

Specific Targets: The district will secure staff through a comprehensive vetting and interview process

Type: Annual

Data Source: Operational Expenses

Specific Targets: The district administration will implement checks and balances as well as evaluate and negotiate rates to reduce spending

Type: Annual

Data Source: Physical Resources

Specific Targets: The district administration will anticipate and plan for maintenance and improvements of the district's physical resources and develop multi-year plans to ensure that each campus is well maintained and safe

Strategies:

Fiscal Processes

Description:

The district will employ a variety of fiscal accountability processes to ensure that funds are appropriately allocated and expended to support educational programs with equity for all students.

SAS Alignment: Materials & Resources

District Staffing and Development

Description:

The district will implement strategies to ensure that students receive a high quality education from professionals who are knowledge of the academic, social, and emotional needs of their students. Non-teaching professionals will understand and work to support the educational programs for the district.

SAS Alignment: None selected

Physical Plant and Resources

Description:

The district will use various strategies to maintain and enhance the physical resources for the five campuses. Attention to preventative measures will be given to sustain existing resources while proactive measures will be used to anticipate and plan for new or existing enhancements.

SAS Alignment: None selected

Implementation Steps:

Human Resources Management

Description:

The district will ensure the hiring and maintenance of highly skilled professionals through comprehensive processes that include:

-a hiring process that includes a thorough applicant review and an interview process that aligns to the Danielson Framework for Teaching. Positions will be posted in multiple areas to ensure that the applicant pool draws a variety of interested applicants both locally and outside the region. Per PDE requirements, new teachers and staff will undergo extensive induction training and be assigned a mentor.
-ongoing and relevant professional development to enhance teacher and staff knowledge in the four domains of the Danielson Framework for Teaching or standards applicable to non-teaching professionals.
-Observation and supervision per Act 82 Educator Effectiveness Guidelines for Formal, Informal, and Walkthrough Observations, Differentiated Supervision Methods, and the development of SLO plans as part of the annual requirements for staff evaluation.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s): Professional Education, Teacher Induction

Supported Strategies: None selected

Implement Budgeting Strategies and Budget Controls

Description:

The district will continue or implement effective budgeting practices to plan for and monitor spending including:

- use of a zero-based budgeting system at each building and at the district level
- detailed management of expenses to ensure proper allocations to appropriate account codes
- long-term planning based on contracted expenses such as personnel and debt service
- annual audits by an outside entity to ensure compliance with Pennsylvania and Federal fiscal regulations

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s):

Supported Strategies: None selected

Development and Implementation of a Long-term Comprehensive Capital Plan

Description:

The district engaged in a contracted comprehensive inspection of every mechanical system and physical asset within the six district buildings. Recommendations and information from the inspection were utilized to develop a long-term comprehensive capital plan. The plan includes information pertaining to the following physical aspects:

-Masonry
-Thermal & Moisture Control
-Openings
-Finishes
-Bathrooms
-Equipment
-Plumbing
-HVAC
-Electrical
-Communications
-Electronics
-Parking Lots
-Roofing

Development and implementation of this plan allows district leaders to anticipate needs and expenditures for the next twenty years, ensuring the

preventative and proactive measures can be completed in a timely manner with a focus on cost saving measures to minimize expenditures while ensuring high quality assets for the district stakeholders.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s):

Supported Strategies: None selected

District Level Affirmations

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

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

Provided Upon Board Approval

Board President

Provided Upon Board Approval

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 Terrence Wirginis on 4/30/2019

Board President

Affirmed by Gene Freeman on 4/30/2019

Superintendent/Chief Executive Officer