

Southern Fulton SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

3072 Great Cove Rd
Suite 100
Warfordsburg, PA 17267
(717)294-2203
Superintendent: Hervey Hann
Director of Special Education: Diane Younker

Planning Process

The Supervisor of Special Education work on putting the plan together and had the following individuals provided input: Elementary Principal, High School Principal, School Psychologist, Special Education Teacher, Regular Education Teacher, Superintendent

Mission Statement

Pursuing excellence through education.

Vision Statement

Southern Fulton School District will be the community's preferred choice to educate students who will become well-rounded individuals in the 21st century.

Shared Values

The shared values are:

1. dedicated to promoting life-long learning
2. committed to providing a positive teaching and learning environment
3. instilling the values of core shared values:
 - Safety
 - integrity
 - committment
 - respect
 - excellence

Educational Community

Our community is rural. The free and reduced lunch percentage for the elementary is 45% and the free and reduced lunch percentage for the junior senior high school is 41%. The following industries are located within the community: Mellott Enterprise, Inc., and JLG. Some of the community and organizational resources are as follows: Fulton County Library, PennDot, farming, and forestry. The school district serves approximately 850 students in grades Pre-K through grade 12. There are approximately 125 students with IEP's, approximately 100 students are served in the Title I program and 4 ELL students. Our school district offers our students and community the following activities: Spelling Bee, Envirothon, field trips, adult basketball league, PTA, art fair, Title I Parent Night, extra-curricular activities such as band, ensemble, FFA, and community groups who use the school for a variety of reasons. The community offers students several opportunities which include: Boy and Girl Scouts, library, Junior Fireman, 4-H, church, Little League, AYSO, and Shooting Stars. As per the parent survey that was distributed as part of the data collection for the comprehensive strategic plan, a question was asked if the school has a good public image - 77% agreed or strongly agreed with that statement.

Planning Committee

Name	Role
Eric Barnhart	Parent : Professional Education
Donna Beale	Parent : Professional Education
Angela Booth	Ed Specialist - Instructional Technology
Amanda Brumbaugh	Elementary School Teacher - Regular Education
Theresa Corle	Administrator : Professional Education
Kathy Cutchall	Title I teacher : Professional Education
Van Duncan	Middle School Teacher - Regular Education : Professional Education
Leah Eslinger	Elementary School Teacher - Special Education
Gerri Fischer	Business Representative : Professional Education
Rick Harr	Community Representative : Professional Education
Meredith Hendershot	Administrator : Professional Education
Joseph Hollenshead	High School Teacher - Regular Education : Professional Education
Doug Leisher	Instructional Technology Director/Specialist
Timothy Mellott	Board Member : Professional Education
Dan Meredith	High School Teacher - Regular Education
Wendy Ritz	Middle School Teacher - Regular Education

Andrew Rupert	Ed Specialist - School Counselor : Professional Education
Terry Shade	Elementary School Teacher - Regular Education : Professional Education
Mike Shaw	Maintenance Supervisor
David Smith	Board Member : Professional Education
Karen Solomon	Ed Specialist - School Counselor : Professional Education
Gerri Strait	Business Representative : Professional Education
Kendra Trail	Administrator : Professional Education
Larry Truax	Elementary School Teacher - Regular Education : Professional Education
Diane Younker	Special Education Director/Specialist
Nancy Younker	Community Representative : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Needs Improvement	Needs Improvement
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	Needs Improvement	Needs Improvement
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	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

For the primary level - Career education and work and Family and Consumer Science have been pushed aside unfortunately to allow for more time devoted to math, science and language arts. Regarding American School Counselor Association for Students, we are unsure as to what that is; however, our elementary school does have a full time counselor who teaches lessons in each classroom every month.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
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Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Needs Improvement	Needs Improvement
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	Needs Improvement	Needs Improvement
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	Non Existent	Non Existent
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

For the intermediate level - Career education and work and Family and Consumer Science have been pushed aside unfortunately to allow for more time devoted to math, science and language arts. Regarding American School Counselor Association for Students, we are unsure as to what that is; however, our elementary school does have a full time counselor who teaches lessons in each classroom every month.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Non Existent	Non Existent
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	Non Existent	Non Existent
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	Non Existent	Non Existent
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Non Existent	Non Existent

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

Civics and government, economics and world languages are not offered to middle level students. Regarding American School Counselor Association for Students, we are unsure as to what that is; however, the junior senior high school does have a full time counselor.

High School Level

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

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

Geography is not offered as a specific course in the high school. Regarding American School Counselor Association for Students, we are unsure as to what that is; however, the junior senior high school does have a full time counselor.

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- PA Core Standards: Mathematics
- Environment and Ecology
- Health, Safety and Physical Education
- History

Elementary Education-Intermediate Level

- Arts and Humanities
- PA Core Standards: Mathematics
- Environment and Ecology
- Health, Safety and Physical Education
- History

Middle Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education

High School Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Family and Consumer Sciences
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Explanation for any standards checked:

The district went from one full time art teacher to 1.5 art teachers.

With securing the PHEAA grant, middle and high school students have been given several opportunities to visit various colleges and places of businesses.

Students have been given opportunities to participate in Patriot's Pen, Voice of Democracy, Under the Capitol Dome.

The high school had an Arts in Residency Program integrated with English Language ARTs. At the elementary level, several nature trails were developed, an amphitheater was built

and lessons were developed specifically for environment and ecology. Some middle school and high school students are involved in the Envirothon.

For Family and Consumer sciences, this program has developed a preschool program and some high school students in this program are also going to the elementary school to assist with kindergarten and first-graders.

At the middle/high school level, with the cooperation of the state police, and fire and rescue personnel conducted a mock violence drill. At the elementary, a 15,000 grant was secured and the school was able to purchase Project Fit America equipment.

At the elementary level for history, students can receive an award by 6th grade if they complete certain criteria over a 4-year period.

At the elementary level, Game 24 is integrated in grades 3-6. AP Stats was offered for the first time 3 years ago to high school students.

Electives for science classes have increased at the high school such as Advanced Earth and Space, Chemistry II and Physics II.

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:

Lesson plans show the objectives, standards, and the assessment tools used. All teacher lesson plans are reviewed by an administrator at least once per month. End-of-marking period assessments have been developed for grades K-3.

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
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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:

Lesson plans show the objectives, standards, and the assessment tools used. All teacher lesson plans are reviewed by an administrator at least once per month. End-of-marking period assessments have been developed for grades 4-6.

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

This narrative is empty.

Middle Level

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

Lesson plans show the objectives, standards, and the assessment tools used. Mid-terms and final assessments have been developed for all courses.

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

This narrative is empty.

High School Level

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

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

Processes used to ensure Accomplishment:

Lesson plans show the objectives, standards, and the assessment tools used. Mid-terms and final assessments have been developed for all courses.

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.

Modifications and accommodations are based on students' individual IEP's and 504 plans. Students who have not been officially identified may also receive modifications and accommodations according to their areas of need. Some examples include extended test time, multiple choice questions instead of open ended, shortened assignments, preferential seating, Title I services, intervention groups, tests given in another room due to less distractions, etc.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

Regular Lesson Plan Review

- Administrators

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

The principal for each building views lesson plans on a monthly basis and completes formal and informal observations. The principal provides feedback to teachers about the lessons or instructional practices used.

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

If the district had more funds available they could hire and/or allow time for peer coaching or instructional coaches to aid and observe teachers and their instructional strategies. The district does not have department supervisors.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

gifted students.	district classrooms
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If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

The district makes every effort to hire highly qualified teachers who are certified in the area in which they are assigned to teach. The district administration takes into account any past experiences and trainings that teachers have in order to best assign teachers to particular groups/classroom of students.

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

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:*No graduation requirement specifics have been identified.*

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X				X

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
COGAT, PSSA, PASA, textbook assessment unit tests, scientific experiments, art show, Christmas Program, band and chorus concerts, PreK, K graduation, awards program	X			
PSSA, PASA, textbook assessment unit tests, scientific experiments, art show, Christmas program, band and chorus concerts, 6th grade graduation, awards program		X		
Keystone exams, other standardized assessments, PSSA, PASA, scientific experiments, Terra Nova, unit assessments, works of art, musical, band and chorus concerts			X	
Keystone Exams, other standardized assessments, PSSA, PASA, SAT, scientific experiments, Terra Novas, textbook unit assessments, works of art, musical, band and chorus concerts, 12th grade graduation				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS, running records, Success Maker Enterprise math and reading, Botel word recognition, Botel word opposites	X			

DIBELS, running records, Success Maker Enterprise math and reading		X		
PLATO, scholastic reading inventory, Study Island, textbook assessments			X	
PLATO, Study Island, textbook assessments				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
unit assessments, art fair, Presidential Physical Fitness, DIBELS progress monitoring, teacher-developed assessments, end-of-marking period assessments	X			
unit assessments, art fair, Presidential Physical Fitness, DIBELS progress monitoring, teacher-developed assessments, end-of-marking period assessments, Accelerated Reader		X		
demonstration, products, and projects, portfolios, fitness assessments, progress monitoring, scientific experiments, textbook assessments, works of art, written work by students			X	
demonstrations, products, and projects, portfolios, fitness assessments, progress monitoring, scientific experiments, textbook assessments, works of art, written work by students				X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
teacher made pre-tests, DIBELS, running records, kindergarten entry tests, PSI, PASI, Denver Screening Assessment, Success Maker	X			
teacher made pre-tests, DIBELS, running records, Success Maker		X		
adapted phys. ed., textbook assessments, Study Island			X	
adapted phys. ed., textbook assessments, Study Island				X

Validation of Implemented Assessments

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

Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

At the primary and elementary level, grade level teachers worked together to develop end-of-marking period assessments that were in line with eligible content. The building principal also observes different types of assessments while conducting walk throughs and formal observations.

At the middle level and high school levels, teachers within the same department share assessment ideas. The building principal also observes different types of assessments while conducting walk throughs and formal observations.

Development and Validation of Local Assessments

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

The district has not had the local assessments validated.

Collection and Dissemination

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

Teachers are given student PSSA scores. Teachers then meet to discuss and analyze strengths and weaknesses of individual students and groups of students. Teachers then use the data to plan instruction accordingly.

Data Informed Instruction

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

At the primary and intermediate level, teachers use assessment data to plan appropriate placement of students such as RTII tier I, II, or III, Title I services, intervention groups, or special education services.

At the middle and high school levels, teachers use assessment data to determine if students need a remedial PSSA math or PSSA reading class or special education services.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	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.

At the primary and intermediate level, teachers use assessment data to plan appropriate placement of students such as RTII tier I, II, or III, Title I services, intervention groups, or special education services.

At the middle and high school levels, teachers use assessment data to determine if students need a remedial PSSA math or PSSA reading class or special education services.

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

not applicable

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website				
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.

Parents are given newsletters, report cards, and letters as well as meetings with teachers to go over summative assessment results.

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

AYP results should be placed on the district website. The district is currently in the midst of revamping the district's website so this information should be a part of that. A phone call via Alert Now and a press release could also be used to inform parents and community members of the AYP results.

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.

At this time, neither of the district's two schools have been identified as 'struggling'; however, district administration and staff members will continue to monitor student strengths and weaknesses via emetric and PVAAS data.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEl	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs				
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs				
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training			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:

Neither school in the district is considered a "violent" school in the eyes of the state; therefore, there hasn't been a need for a school resource officer. Funding has been a concern and problem for non-implementation for school-wide positive behavioral programs and SAP training for primary and elementary level. School counselors should be implementing a peer helper program.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

1. All students at the end of 2nd grade will be screened using the COGAT.
2. If a teacher/parent makes a request to have a child tested for gifted, then a Permission to Evaluate is issued within 10 days.
3. Once permission is granted by parent, school counselor will begin the screening process.
4. School counselor then forwards screening results to school psychologist who then begins the evaluation process, if warranted.
5. School psychologist has student complete battery of tests.
6. Then a rubric is completed to determine if student qualifies for the gifted program.
7. If a student qualifies then a GIEP is developed with the GMDT - Gifted Multidisciplinary Team.

Developmental Services

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

Wellness/Health Appraisal	X	X	X	X
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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				
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X		X	X
Student Assistance Program			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
Case and Care Management	X	X	X	X
Community Liaison			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				
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

We are unsure as to what "system support" refers to.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

At the primary and intermediate levels, regular education classroom teachers collaborate with Title I and special education teachers regarding accommodations and interventions that are needed for particular students. This is also addressed on a quarterly basis in reading meetings.

At the middle and high school levels, regular education classroom teachers collaborate with special education teachers regarding accommodations and interventions that are needed for particular students.

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 Fulton County Center for Families (FCCF) works closely with the Southern Fulton School District. They provide the PAT program which is Parents As Teachers. FCCF employees work with SF families who have children ages birth to five before they enter school. The district tried an after school program several years ago at the elementary school with coordination with the FCCF; however, the program fizzled due to lack of interest. The school district offers a Pre-K Program for students ages 3 and 4. This is a half day program.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

1. The Fulton County Center for Families (FCCF) works closely with the Southern Fulton School District. They provide the PAT program which is Parents As Teachers. FCCF employees work with SF families who have children ages birth to five before they enter school. Also, students with disabilities are eligible for an Early Intervention Program which is offered through the local intermediate unit. Another option, is for students to be enrolled in the county's Head Start program.

2. The school district offers a Pre-K Program for students ages 3 and 4. This is a half day program. Students must qualify for this program under income guidelines; therefore, economically disadvantaged and students with disabilities are targeted for the program first.

3. The district works closely with the local intermediate unit and FCCF to set up transition meetings and dates for open house to ensure a smooth transition.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

The junior senior high school is lacking a robust supply of materials and equipment for science labs.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Needs Improvement
Accessibility for students and teachers is effective and efficient	Developing

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing
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Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

The junior senior high school is lacking a robust supply of materials and equipment for science labs.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% 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	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Teachers have trouble accessing the site easily in their classrooms. In addition, the technology in the classrooms do not always support this. Furthermore, there are not many resources for students in grades K-2 to use.

Elementary Education-Intermediate Level

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

History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Teachers have trouble accessing the site easily in their classrooms. In addition, the technology in the classrooms do not always support this.

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 less than 50% of

	district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% 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	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in

	less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Teachers do not feel that the site is very user-friendly and there are not that many resources and materials available on the SAS site.

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 less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% 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	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of

	district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Teachers do not feel that the site is very user-friendly and there are not that many resources and materials available on the SAS site.

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.				
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

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

Instructs the leader in managing resources for effective results.	X	X	X	X
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Provide brief explanation of your process for ensuring these selected characteristics.

The district has not "officially" provided training for staff on how to effectively communicate and work with parents and community members; however, staff do work with parents and community members via parent/teacher conferences, telephone calls, emails, communicating through assignment books, school newsletters, etc.

The district has provided training for staff members regarding differentiated instruction, behavior management, completed "Brain Steps" for students with head injuries, etc.

Data such as PVAAS and PSSA are shared at staff meetings and in-service days to guide instructional decision making. By analyzing the data, students who are struggling have been placed in courses which provide extra assistance.

The administrative team was very strong in this area until the last two years. Up until that time, building principals had the assistance of a Dean of Students to address student behavior issues; however, due to the district's financial constraints, Dean of Students in both buildings have been eliminated; therefore, the building principals have unfortunately assumed the role of "manager" instead of an "instructional leader".

The district's administrative team meets on a bi-monthly basis to discuss concerns, issues, resources, etc.

The district's administrative team has access to data sources such as PVAAS, PSSA, eMetric results, etc.

The district's administrative team works collaboratively to effectively address struggling student needs in conjunction with regular education student needs by aligning the curriculum with accommodations and modifications that are appropriate for each student.

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

Due to the district's financial constraints, professional conferences have been cut from the budget for the past couple of years. However, for the 12-13 school year, two 2-hour delays have been added to the school calendar for the purpose of providing training to staff members.

Strategies Ensuring Fidelity

- 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.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

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

Building administrators are a part of professional development. Administrators do conduct learning walks and classroom observations. All staff have the opportunity to evaluate each professional development session.

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

The district administration can develop an implementation evaluation to determine if teachers utilizing those strategies in the classroom and specifically how they are being used. The district's administrators need to develop a specific professional development plan that is on-going instead of a "one and done" training session. Then the professional development initiative needs to be communicated to all staff members with clear expectations. Then staff should self-evaluate how they are implementing the initiative while administrators evaluate teachers as well.

Induction Program

- 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.

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

The Southern Fulton School District has a mentor program in which a "seasoned" teacher is paired with a new teacher. They meet periodically throughout the year to discuss policies, protocols, etc. All teachers are given teacher handbooks that describe school information

and guidelines as well as some district information. Mentors are given opportunities to observe other peers. All teachers and aides have been given opportunities to participate in SAS trainings at the district level. Teachers have been given opportunities to participate in differentiated instruction trainings.

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

Not applicable.

Needs of Inductees

- 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.
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.

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

For new employees, they must have a minimum of two formal evaluations. Regularly scheduled meetings occur with mentors. Mentor and mentee complete the teacher induction checklist/survey.

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

With the new PDE evaluation tool, student data such as PSSA, Keystones, and other standardized assessment data will be factored into the needs of teachers through the evaluation process. Mentors should provide opportunities for the mentee to observe other peers.

Mentor Characteristics

- 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.

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

Mentors must demonstrate knowledge of district/school policies, ability to work effectively and accept additional responsibility.

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

The district administration will contact the local IU to see if they have any training programs for mentors.

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

If necessary, provide further explanation.

Some of these topics are addressed during mentor and mentee meetings; however, no specific timeline has been adopted by the district; therefore, this is an issue that needs to be addressed immediately.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The mentor/mentee documents his/her involvement in the program. This is attained through the completion of the teacher induction packet. Once the information has been reviewed by the superintendent, the superintendent then signs the packet indicating that the mentor has completed the program.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **116**

Identification Method

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

Southern Fulton School District addresses whether or not a child receiving a comprehensive evaluation does not achieve adequately for the child's age or meet State approved grade level standards in one or more of the following areas: Oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculations, mathematics problem solving.

Southern Fulton School District makes the determination for each child receiving a comprehensive evaluation by examining whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a server discrepancy between intellectual ability and achievement, or relative to age or grade, determined not primarily the result of other factors (visual, hearing, orthopedic disability, intellectual disability, emotional disturbance, environmental or economic disadvantage, limited English proficiency).

Southern Fulton School District will ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction. And that repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Southern Fulton School District will ensure that screening or early intervening activities, such as Child Study, do not serve as a bar to the right of parents to request an evaluation, at any time, including prior to or during the conduct of early intervening activities, which could have been addressed early on.

Comprehensive evaluations are carried out when requested by the parent(s) and/or guardian of the student and/or by the school and parent(s) and/or guardian grant consent.

To name a few, but not an exhausted list of components of the comprehensive evaluation can include the following if deemed necessary and appropriate: current classroom (curriculum) based assessments; aptitude and achievement tests; local and/or state assessments; behavioral assessments & results of a functional behavioral assessment would be included; vocational technical education assessments results, interests, preferences, and aptitudes.

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: <http://penndata.hbg.psu.edu/BSEReports>

The information that is available for this plan is approximately two years old, which is not a true representation of the most recent data. Based on the 2011/2012 Data Report the following was obtained:

Percent of Special Education Enrolled by Disability

LEA 14.0% State 15.3% School District is below the state percentage by 1.3%

Other Health Impairment

LEA 10.6% State 11.2

Specific Learning Disability

LEA 38.1 State 45.4

Speech/Language

LEA 30.1 State 16.0

Southern Fulton is showing discrepancy in the number of students identified for speech and language impairments. Southern Fulton's identification percentage is 30.1% while the State is 16.0%. Southern Fulton School District has always remained higher than the State percentage in this area, the discrepancy is 14.1%. The district has established qualifying criteria to address delays and deficits that are age appropriate. The majority of the students receiving speech services are in the primary grades. Currently, the district does not have a preschool program, where the majority of students would have been identified as needing speech services. IU #11 carries out Child Find activities and publishes Child Find notices yearly in the local newspapers, over the radio. The district is creating a preschool night to help screen and identify students who are in need of services prior to enrolling in Kindergarten with notable disabilities, which could have been address early on and who were not enrolled in early intervention (EI) programs.

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. Under Section 1306 there is only one facility that would be classified in this category, Vision Quest. Vision Quest is a private facility, which contracts out independently for related services, teachers, staff, and special education staff. Vision Quest provides the district with enrollment information, requests as needed for carrying out evaluations, and setting up meetings. Southern Fulton School District and Vision Quest communicate if and when services are needed by the school district. Southern Fulton School District fully complies with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102. If/when barriers occurred, they would be addressed through continued collaborative efforts between Southern Fulton School District and the 1306 facility to ensure child find and provisions of FAPE for students with disabilities.
2. If Southern Fulton School District would have students who were serviced as a Section 1306 student, the District would support the host District in completing the evaluation and determining if and/or what special education services were needed to provide FAPE. Southern Fulton School District works collaboratively with families and agencies to meet the needs of students that have been identified through the evaluation process and/or have existing individualized educational plans (IEP).
3. Southern Fulton has in the past has experienced difficulty when students have been placed in alternative education facilities, which could be residential, full hospitalization programs, partial hospitalization programs, and/or foster care out of the District. On occasion the District was unaware of the initial placement. When the District is notified, the District is diligent in communicating with the Section 1306 host District in ensuring that the needed services are being provided, but typically this can take as long as a month before the District is made aware of the student.

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).

Southern Fulton School District does not have facilities for incarcerated students. In the event that a facility for incarcerated youth were to locate with in the Southern Fulton School District, the District would comply with IDEA 2004, Chapter 14, and Section 1306 of Public School Code outlined in the BEC: Educational Programs for Students in None Educational Placements 22 Pa.Code Section 14.102.2.

Southern Fulton School District would take responsibility to ensure that FAPE was offered to each student who was eligible for special education within a correctional facility.

Providing special education services to incarcerated school-age individuals is typically initiated by the correctional facility. The correctional facility contacts Southern Fulton

School District for records and information. The District then would work collaboratively with correctional facility to ensure that "child-find" obligations of IDEA; utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates; implement, timely review and/or develop Individualized Education Programs("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and provide FAPE in conformity with the IEP are carried out.

Southern Fulton School District will track and maintain records of incarcerated students from the district. The district will maintain contact with the facility where the students are incarcerated. The district will participate in evaluation reports (ER) and Individual education plan (IEP) meetings by phone conference. The district will request up-dated copies of all evaluations and individual education plans that were developed while the student is in placement. In the past, the district has experienced difficulty in acquiring the necessary paperwork and often times we are unable to obtain them in a timely manner. When an incarcerated student is placed in Bedford County Prison, an intake meeting is held. If the prisoner is 21 years old or younger, an "educational questionnaire" is filled out and provided to Intermediate Unit # 8, who then reviews the materials. Intermediate Unit #8 staff, follow up with an interview to determine program needs for the individual. IU # 8, immediately notifies the home school district of the prisoner. When a student is present in the facility who requires special education services, Bedford County Area School has contracted with the prison to meet the needs of students who are placed in the prison. Regardless, of who is carrying out the services the home district is always contacted. When Southern Fulton School District is notified of an incarcerated student, they will immediately request all paperwork and request to be included in IEP meetings and ER meetings. Intermediate Unit # 8 has always contacted our school and they will continue to contact our school, if one of our students are incarcerated. Southern Fulton has an obligation to assume the responsibility of paying the bills associated with this individual. Bedford School District will also send quarterly progress reports the home district. Since, Fulton County uses the Bedford County Prison Facilities for Incarcerated Students, the district cooperates with Bedford Area School District in their efforts to evaluate, locate, and provide necessary services to students from our county who are incarcerated in Bedford County Prison.

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. Southern Fulton School District strives to ensure meaningful educational benefit for all students in the district; whether they have a disability or not. The IEP team, with consideration of appropriate supplementary aides and services, remains the vehicle that guides team members in developing least restrictive educational placements for all children with disabilities. It is only after considering the full continuum of special education programs and services, along with documentation and progress monitoring data, that a more restrictive educational placement is determined appropriate by the IEP team (i.e. special classes, special schools, home instruction, and instruction in hospitals and institutions) Discussions take place throughout the IEP meeting, while analyzing the data before decisions are made for a more restrictive environment. Student(s) are not removed to a more restrictive placement based solely on the needed modifications to the curriculum or because of the type of disability, only when the student is unable to make meaningful adequate progress.

IU 11 serves as a resource to Southern Fulton School District by providing consultants, resources, training, and upon request will come to the district to carry out observations, if requested by the District. With the additional supports available from the IU and PATTAN, the District is making strides in the area of LRE, including individuals with complex needs. Students with severe disabilities (such as autism/pervasive developmental disorder, emotional disturbance; intellectual disability; degenerative impairments with mental involvement; and multiple disabilities) may require more intensive specially designed instruction outside the regular class & general education curriculum to address complex needs (determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level). To the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and removal from the regular education environment only occurs when education in that setting cannot be achieved satisfactorily with the full range of supplementary aids and services; or is unable to make meaningful progress in the goals included in the student's IEP. A child with a disability is not removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum or because of the nature or severity of the student's disability.

2. Southern Fulton School District entered a pilot program the beginning of the 2014/2015 school year as an effort to improve LRE within our District. The pilot program is Project

Max. Southern Fulton is in cohort 2. The purpose behind Project Max is to train a small group of individuals who will go out and become leaders within the District on how to maximize learning opportunities for all students within the District. The District is focusing on the elementary students at this time, since that is where the most restrictive environment is occurring. Collaboration between PATTAN and IU 11 staff working to provide monthly, professional development to the Southern Fulton School District Project Max Team. The provision of programs/services to students for which there is a low incidence such as blind/visually impaired, deaf/hard of hearing, deaf-blindness, complex health issues, autism, severe cognitive impairments are targeted by the pilot program. Project Max strives to ensure that all students are provided with evidence-based instruction and interventions within appropriate educational settings with peers. Placement decisions are made by a group of persons, including parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and are made in conformity with the LRE provisions. For students with disabilities presenting with significant needs, the provision of services in the school with qualified personnel and the determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at appropriate instructional levels, is carefully considered with emphasis on strengths including academic and functional skills, without limiting opportunities for the student to move to a less restrictive setting. Eligibility criteria, placement options, interventions strategies, supplementary aids/services, related services, and resources are among the various factors that are considered.

Southern Fulton takes steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.

(Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or club sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available).

3. State Performance Plan (SPP) Targets for Southern Fulton School District were not met for SE Inside Regular Class 80% or more and SE inside regular class less than 40%. The district was at 57.6% and the SPP Target was 65.0%, which means the districts fell 7.4% below the state target in SE inside regular class 80% or more. The district was 11.1% SE inside regular education class less than 40%, and the SPP Target was 8.%, which indicates the district fell below the target in this area by 3.1%. As an effort to assist the district in meeting the SPP in the area of LRE the district is taking an active role in the pilot program entitled, Project Max. The purpose behind Project Max is to ensure that students are being provided the maximum opportunity to have access to the standards and grade level standards. The District is also expanding the discussion during IEP meetings on LRE beyond the questions concerning supplementary aids and services. The District discusses why the student(s) should remain in regular education classrooms. Parent(s) resist in this area, especially in the elementary grades, which is why the District signed up to take part in

Project Max. Parents are active members of our team, Southern Fulton School District is hopeful that these parents will help support more inclusive practices for students in our District.

Behavior Support Services

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

Southern Fulton District policy is aligned with all provisions of IDEA 2004 and Pa 22 School Code 14.133 in which positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Training in positive behavior support and de-escalation has been carried out with all special education staff. (CPI - Nonviolent Crisis Intervention.) All administrators are to receive this training before the 2015-2016 school year. Special education teachers and all administrators have been trained to report all restraints to the Supervisor of Special Education so that it can be reported on the state site, RISC system through Leaders. The District follows up with the family immediately following a restraint to set up an IEP meeting to reassess the current plan and make revisions as needed. The District continues to utilize and implement Olweus Bullying Program and has recently incorporated a Bullying Hotline, which allows parents to make reports of bullying incidence that are occurring 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.

Southern Fulton School District has a crucial role in identifying which students require intensive interagency coordination, since these are students whom the school district has determined cannot currently be served in the public educational setting. In addition to assisting school districts with providing appropriate educational programs and placements, the system of intensive interagency coordination also works toward the goal of enhancing the capacity of school district programs so that the needs of students with disabilities can be met in public educational settings in most situations. The District ensures that to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities are educated with non-disabled peers, and removal from the regular education environment occurs only if the nature or severity of the disability is such that education in regular education classes with supplementary aids/services cannot be achieved satisfactorily. Placement of students with disabilities in settings other than regular education settings may not be based on lack of resources, facilities, staff, or for administrative convenience. Placement decisions are based upon the LEAs continuum of special education services that support the availability to a full continuum to meet the needs of children with disabilities. Special classes, separate schooling or other removals from the regular educational environment occur only if the nature & severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. This decision is not solely based upon the need for modifications. Southern Fulton School District does not provide a self contained emotional support classroom in either building. If a student has needs that can not be met through itinerant emotional support the district has a plan ready to implement to meet those needs. The school district has been able to provide FAPE by joining together with neighboring school districts as well as networking with mental health facilities. Southern Fulton School District is a small and rural school. There is an increase in students who display highly aggressive behaviors, if the District is unable to meet a student(s) emotional needs and/or the student is a danger to themselves or others, several mental health facilities work collaboratively with the District. Southern Fulton School District has an open door policy and encourages collaboration with outside agencies as an effort to meet mental health needs of our students. To name a few agencies: CASSP - Franklin/Fulton County Human Services assist with hard to place students, CBH - Children's Behavioral Health & FBR - Family Based Resources - assist with counseling, therapeutic support staff, and behavioral specialist. Southern Fulton School District would seek out assistance through a CASSP meeting if there was a student who had needs beyond what the District was able to do in order to provide FAPE. The collaborative team, which always includes the parents would constantly reassess and discuss transition plans of returning the student to the home District, when the student(s) have met the criteria for the District to be able to provide FAPE. Southern Fulton School District may need to take into consideration; in the future, a full time emotional support classroom in order to meet the increase of students with significant mental health issues.

Strengths and Highlights

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

Southern Fulton School District special education indicators for graduation and drop out rates support that the district has met the SPP targets. The District's graduation rate was 91.6% and the State rates were 86.07%. The District's rate of drop outs were not marked enough to count, but States rate of drop outs were 12.24%. The District met the SPP targets for participation rates in reading and mathematics. The greatest accomplishment for the District was the performance on state assessments for students who have IEP's. Southern Fulton School District had a proficiency rate for reading at 46.30% and the state average was 31.79%, which means the district was 14.51% higher than the state average for proficiency in reading. Southern Fulton School District had a proficiency rate for mathematics at 52.73% and the state average was 37.20%, which means the District was 15.53% higher than the state average for proficiency in mathematics.

The District has realigned the child study process and it is assisting the district in making referrals that are needed. Previously, there were many referrals being made without supporting documentation or data to support that interventions were carried out prior to proceeding to the evaluation process. Students are now entering child study and going through the process of making adjustments to the instruction, interventions, and data collected, which supports that students are meeting with success. Now, when the referrals are made, we are seeing a true need for the evaluation and the data is being used to make the determination. Title One staff are going into classrooms and carrying out specialized instruction as a way to target the at risk students in kindergarten and first grade. This process is helping to provide experiences that some students were not exposed to before entering public school.

Southern Fulton School District has a multiple disabilities classroom in the elementary school. Currently, a non-verbal curriculum has been incorporated into the classroom to assist with reading and mathematics. Also, the classroom continues to utilize Competent Learner Model (CLM) curriculum. The students in the class are making steady progress.

With the implementation of technology into this classroom, it has helped the students to become actively engaged in the learning process.

Southern Fulton School District has two life skills classrooms, one K - 6 and the other 7 - 12.

Both classrooms incorporate vocational skills into the school day. Carrying out vocational skills provides many opportunities that are not afforded by just carrying out class assignments. By embedding vocational skills into a students day, you are providing them with opportunities to communicate and interact with others, learning responsibility, accepting challenges, problem solving, learning quality matters, being punctual, dependable, following directions and instructions, being valued for the task carried out, organizing materials, and better prepared for competitive employment, service provider, and/or a volunteer after graduation. These are valuable skills that will assist our students in being a respected and contributing member of our community when they graduate. Also, the students in these classes are utilizing technology to help understand abstract concepts in a more concrete manner. Students are engaged throughout the learning process.

The District has four learning support teachers who serve many roles. Co-teaching in the regular education classrooms with a regular education teacher, re-teaching skills and concepts, teaching with modified curriculum and at a slower pace. Students who are provided services through learning support within the District are always pushed to make progress and to make growth. Constantly, staff strive to have the students gain independence and not become dependant upon someone else. Confidence is the key to independence, which comes from having successes. Success comes from giving your best effort, staff and students!

The District has opened a resource room at the high school as an effort to meet the needs of students. The resource room provides opportunities for students to have the following: re-teaching, pre-teaching, organizational assistance, tests read orally, transition activities, emotional supports, homework assistance, and communication between home and school on assignments. The District has seen an improvement in students success, since the Resource Room (RR) has been created when students utilize the resource room to the fullest extent possible. (7 - 12 grade)

Speech and language support in the District runs at full capacity of 65 students. The district does not currently have a pre-school; therefore, students who may have had speech addressed in early intervention will have services in Kindergarten. The speech teacher who provides speech at the elementary also continues to provides service to those who need the service at the high school.

The District maintains an excellent working relationship with Head Start and the Early intervention classroom for the county. In January, the District, together with Early Intervention (EI) staff plan for the transition of each child coming to kindergarten the following school year. All related service staff, administration, teachers, school psychologist, and necessary personnel attend each individual meeting to ensure a complete plan is in place and services are ready to go the first day of kindergarten.

Although, Southern Fulton School District is small district and in a rural setting, the District provides a continuum of services to those who qualify for services under IDEA 2004. The District maintains high expectations and presumes competency for all learners in our district. Through the pilot program, Project Max, the District hopes to begin incorporating universal design learning (UDL) across all classrooms. Universal design learning will assist all students having access to grade level materials, at a level where it can be understood, and educational benefit occur in all regular education classrooms for all students.

Southern Fulton School District went through cyclical monitoring last school year, through the monitoring surveys were provided to staff and parents concerning training. Staff indicated that they needed additional supports on how to make accommodations and adaptations to the curriculum in order to meet the needs of all students. Training are available through PATTAN, IU 11, webinars, and books are available on loan from the IU, PATTAN, and from administrators. The IU and PATTAN offer training throughout the school year and over the summer on universal design learning, which will help all learners.

Paraprofessionals are offered training over the summer through IU 11. The District invested in a web based system that allows all employees in the school an opportunity to access professional development 24/7 via computer on a wide variety of topics. Parents

have access to IU webinars, PATTAN webinars, and several training throughout the school year either in our District or at neighboring districts.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
EFA Extended Family Academy	Other	Alternative Education Facility with counseling	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 17, 2015

Reason for the proposed change: Kindergarten student requiring the service

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	15	1
Justification: Age range exception determined appropriate by the IEP team and justified in the IEP.							

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 31, 2015

Reason for the proposed change: Need emotional support

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	0.75
Justification: Students receiving Learning Support are not in the classroom all at the same time. Students come and go throughout the school day.							
Southern Fulton School District	An Elementary School Building	A building in which General Education programs	Itinerant	Emotional Support	5 to 12	8	0.25

		are operated					
Justification: Age range exception determined appropriately by the IEP team and justified in the IEP.							

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 31, 2015*Reason for the proposed change:* Teacher is full time**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1
Justification: Grouping of students complies with age range requirements.							

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 31, 2015*Reason for the proposed change:* Potential for additional students enrolling**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 12	8	0.25
Justification: Age range exception determined appropriate by the IEP team and justified in the IEP.							
Southern Fulton School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	5 to 12	7	0.75
Justification: Age range exception determined appropriate by the IEP team and justified in the IEP.							

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Reason for the proposed change:* Change of justification was needed.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	58	0.8
Justification: Grouping of students complies with age range requirements.							

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 17, 2015*Reason for the proposed change:* Emotional support needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 21	20	0.5
Justification: Students are grouped by age, there will not be a gap over four years of age.							
Southern Fulton School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 21	20	0.5
Justification: Students are grouped by grade level, there will not be over a 4 year age span together.							

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 17, 2015*Reason for the proposed change:* Emotional Support needed**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 21	20	0.5
Justification: Students are grouped according to grade level. There will not be a large age span than 4 years.							
Southern Fulton School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 21	20	0.5
Justification: Students are grouped by grade level, there will not be a larger than 4 year age span difference.							

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 17, 2015*Reason for the proposed change:* Potential for new students**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 21	20	1
Justification: Age range exception determined appropriate by the IEP team and justified in the IEP.							

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 17, 2015*Reason for the proposed change:* Emotional Support needed**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 21	25	0.5
Justification: Students are in grade level groupings, there is not over a 4 year age span.							
Southern Fulton School District	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 21	10	0.2
Justification: Age range exception determined appropriate by the IEP team and justified in the IEP.							

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* June 1, 2015*Reason for the proposed change:* Justification wording needed changed.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton High School	A Junior/Senior High School	A building in which General	Itinerant	Speech and Language	12 to 21	7	0.2

	Building	Education programs are operated		Support			
Justification: Grouping of students complies with age range requirements.							

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Reason for the proposed change:* Wording for justification needed changed.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 12	12	0.3
Justification: Grouping of students complies with age range requirements.							

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 17, 2015*Reason for the proposed change:* Staff reassigned**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 12	20	0.3
Justification: Grouping of students complies with age range requirements.							

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Reason for the proposed change:* Justification wording needed changed.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 21	12	0.3
Justification: Grouping of students complies with age range requirements.							

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Reason for the proposed change:* Justification wording needed changed.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton School School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 17	20	0.3
Justification: Grouping of students complies with age range requirements.							

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	School District	1
Paraeducator	Elementary School	1
Paraeducator	Elementary School	1
Paraeducator	Elementary School	1
Paraeducator	Elementary School	1
Paraeducator	Elementary School	1
Paraprofessional	Elementary School	1
Paraprofessional	Elementary School	1
Paraprofessional	High School	1
Paraprofessional	High School	1
Paraprofessional	High School	1
Special Education Secretary	Southern Fulton School District	0.8
School Pyschologist	District wide	0.5
School Nurse	District wide	0.2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	4 Days
Physical Therapy	Intermediate Unit	5 Hours
Hearing Specialist/Audiology Services	Intermediate Unit	5 Hours
Vision Services	Intermediate Unit	1 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:

not applicable. We are moving on to District Level Accomplishments and Concerns.

District Accomplishments

Accomplishment #1:

Both buildings continue to make AYP and have also received the Keystone Awards each year since their implementation.

Accomplishment #2:

The district PSSA scores are above the state average in all subjects.

District Concerns

Concern #1:

More focus is needed on 21st century skills such as problem solving, collaboration and communication, critical skills, etc.

Concern #2:

More technology equipment is needed in the district.

Prioritized Systemic Challenges

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

Aligned Concerns:

More focus is needed on 21st century skills such as problem solving, collaboration and communication, critical skills, etc.

Systemic Challenge #2 (*Guiding Question #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Aligned Concerns:

More technology equipment is needed in the district.

Systemic Challenge #3 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Systemic Challenge #4 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Systemic Challenge #5 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Systemic Challenge #6 (*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 #7 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Systemic Challenge #8 (*Guiding Question #6*) Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Systemic Challenge #9 (*Guiding Question #8*) Establish a district system that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members.

Systemic Challenge #10 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Portfolios of student work, PVAAS data

Specific Targets: The district's target is that all students are making at least a year's worth of growth in a year.

Strategies:

Professional Development for 21st Century Skills

Description:

21st century skills focused professional development is listed under the PDE recognized researched-based strategies.

SAS Alignment: None selected

Implementation Steps:

Professional Development for 21st Century Skills

Description:

Evidence of training opportunities for 21st century skills for teachers and paraprofessionals will be documented via Act 48 and evaluation forms.

Start Date: 8/16/2013 **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies:

- Professional Development for 21st Century Skills

Goal #2: Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Related Challenges:

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Interim

Data Source: teacher observations, learning walks, teacher survey, student technology use log

Specific Targets: At least 50% of all students, during each school day, is interacting with technology during school hours.

Strategies:

Technology

Description:

Technology access and teacher training increase was listed on the approved PDE researched-based strategy.

SAS Alignment: None selected

Implementation Steps:

Technology

Description:

The number of computers in the district will increase.

Technology log will be used by students to indicate technology usage.

Trainings on use of various technological devices will be available to staff.

Start Date: 8/14/2013 **End Date:** 6/19/2015

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	Strategy #1: Professional Development for 21st Century Skills
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/16/2013	6/12/2015	Professional Development for 21st Century Skills	Evidence of training opportunities for 21st century skills for teachers and paraprofessionals will be documented via Act 48 and evaluation forms.	Superintendent/Principals	1.0	5	90	IU, PDE personnel, PATTAN personnel	Individual	Yes

Knowledge Teachers and paraprofessionals will implement higher level thinking questions and more problem solving skills in their daily lessons.

Supportive Research 21st century skills

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other

Provides the knowledge and skills to think and plan strategically, ensuring that

educators seeking leadership roles:

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.

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

Training Format
 LEA Whole Group Presentation
 School Whole Group Presentation
 Offsite Conferences

Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Participant survey Review of participant lesson plans Portfolio
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counselors and education specialists:

attention given to interventions for struggling students.

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

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

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Offsite Conferences

Participant Roles

Dir

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex
- School counselors
- Paraprofessional
- New Staff
- Other educational specialists

Grade Levels

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

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Lesson modeling with

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Participant survey

mentoring

Review of participant lesson plans

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer