

Laurel Highlands SD

**District Level Plan**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

304 Bailey Ave  
Uniontown, PA 15401  
(724)437-2821  
Superintendent: Jesse Wallace  
Director of Special Education: Lori DiCenzo

## Planning Process

The school board was notified that our Comprehensive Plan for the district would be due this school year. At the first professional development day, all staff were notified of the process. Surveys were developed for Staff, Parents, Business/Community Members, and students in grades 3-12. In all the surveys, volunteers were asked to sit on the steering committee in order to have as many people contribute in making our plan workable and to maximize our resources. Once the members were identified, a meeting was set up to review the surveys, and assign tasks. Members met and began uploading the information to the electronic format online. Once the plan was drafted, community members and stakeholders were invited to review the draft Comprehensive Plan on the district's website [www.lhsd.org](http://www.lhsd.org) and were asked to send feedback via email to Mr. Randy Miller. The information was announced at the October 2018 board meeting. The final board approval/action will take place at the November 15, 2018 board meeting.

## Mission Statement

The mission of the Laurel Highlands School District, in partnership with students, families, and the community, is to provide a rigorous, meaningful, and relevant education which prepares students to become productive members of an ever-changing global society.

## Vision Statement

The Laurel Highlands School District strives to provide students with the conditions and resources needed to maximize academic and personal success. We will work to embrace every child's individuality and aim to help each student to become a productive member of our global society. Reaching inside and beyond the boundaries of the school system, we will strive to locate and utilize available technologies, cultural resources, and opportunities that will provide our students learning experiences reflective of real-world complexities and possibilities. The district will strive to be a partner among family, child, and community in order to work collaboratively with each entity to develop students' intellect, communicative competency, work ethic, technical literacy, and self-worth.

## Shared Values

The Laurel Highlands School District Community will embrace the following shared values:

- All students can learn.
- Learning is a life-long process that occurs in different ways at different times through different methods and experiences.
- Learning occurs best in a safe, nurturing, and respectful environment.
- Meaningful learning is making connections among knowledge, ideas, and experiences.
- Change is inevitable and should be an opportunity for growth.
- Teaching is a creative art which recognizes that educating the whole person prepares students to thrive in a global society.
- All students should have the opportunity to learn using the most current material and technology available in order to be prepared for their future.
- Acknowledging, appreciating, and respecting the diversity and value of all people enriches our community.
- Integrity, trust, and open communication are hallmarks of an excellent educational community.
- Clearly stated expectations allow for effective communication and understanding.
- Students, parents, staff, and community share the responsibility and commitment for a quality education.

## Educational Community

The Laurel Highlands School District (LHSD) is located in central Fayette County. As of the 2017 census, the county population was 131,504. The county seat is Uniontown. Fayette County was created September 26, 1783, from part of Westmoreland County and named after the Marquis de Lafayette. The district serves students from both South Union and North Union Townships and is surrounded by a picturesque view of the Appalachian Mountains. The school district encompasses 55.4 square miles of rich natural features and historical sites, including the National Road, known as Route 40. Our residents enjoy abundant shopping and entertainment opportunities, as well as a nice variety of recreational activities with the advantages of rural living in a central county location. Once famous as a center of coal mining and coke production, the county now serves careers in manufacturing, telemarketing, health care, education, recreation, and natural resources.

As of 2018, the LHSD operates a K-12 program and provides educational services to approximately 2,944 students through its six educational sites: four K-5 elementary buildings (R.W. Clark Elementary - 310, Hatfield Elementary - 355, Hutchinson Elementary - 371, Marshall Elementary - 279), a single 6-8 middle school - 737, and a single 9-12 high school - 892. These schools are supported by 9 building administrators, 9 central office administrators, 213 professional employees, and 137 support personnel. The districts current ethnic diversity stands at approximately: Caucasian - 87.5%, African American - 6.07%, Multi-Ethnic - 4.29%, Asian - .56%, Hispanic - 1.22%, Native American - .13%. At the beginning of the 2018-2019 school year, students who qualify for free and reduced lunch was approximately 59% district-wide with the following totals at each building: R.W. Clark Elementary-75%, Hatfield Elementary-44%, Hutchinson Elementary-68%, Marshall Elementary-65%, Middle School-58%, and High School-54%.

The Laurel Highlands High School has been officially accredited by the Middle States Association for a term of seven years and will expire December 1, 2019. An "accredited" institution is an educational organization that meets all Middle States Association Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used.

District-wide our students are afforded many opportunities to prepare them for their future beyond LHSD including, but not limited to:

#### High School

- 1:1 at the high school this year
- 14 Advanced Placement Courses
- 17 Honors Level Courses
- Many dual enrollment and college in high school opportunities
- Air Force JROTC program
- Project Lead the Way Engineering curriculum
- Addition of Computer Science/Coding classes
- 2 National Foundation Academy programs
- Driver's Education Courses
- Fayette County Career & Technical Institute

#### Middle School

- New One Button Video Studio

- Class set of laptops with 1:1 next year
- Re-Development of library to a media center
- Rural Arts Collaborative
- Agriculture Project
- New Ev3 Robots

#### Elementary

- Response to Intervention and Instruction (RtII) K-2 program
- Elementary Family Reading Nights
- 5th Grade Choir and Instrumental offerings
- New Science Series
- Infusion of Ozobot and DASH robots
- New Intervention Software MobyMax
- 21st Century After School Program
- Guided Math Strategies for 4th grade
- Increased amount of technology in the primary classrooms

#### District-wide

- An increased focus of technology
- Olweus Anti-Bullying program
- PA 339 Career Plan in place
- Early Literacy Focus through the Mini Mighty Mustang program
- K-12 Gifted Program
- 17 Organized Sports
- Various Extra Curricular Clubs, Organizations, and Events
- Math Coaching by Tiffany Schroyer
- ELA Coaching by Jenny Lent

- Community partnerships with the United Way, PBS Kids/WQED

## Planning Committee

Name	Role
Eric Gaydos	Administrator : Professional Education Schoolwide Plan
Jason Johns	Administrator : Professional Education Special Education
Matthew Kalich	Administrator : Special Education
Mike Rozgony	Administrator : Professional Education Special Education
Jesse Wallace	Administrator : Professional Education Special Education
Jamie D'Andrea	Board Member
Melvyn Sepic	Board Member : Professional Education Special Education
Paul Bortz	Business Representative : Professional Education
Tom Cramer	Business Representative : Professional Education
Mary Kay Babyak	Community Representative : Professional Education
Dan Engstrom	Community Representative : Professional Education
Andrea Barchetti	Ed Specialist - School Counselor : Professional Education Special Education
Cathy Kania	Ed Specialist - School Counselor : Professional Education Special Education
Jim Hull	Ed Specialist - School Psychologist : Special Education
Patrick Lemansky	Ed Specialist - School Psychologist : Special Education
Jim Errera	Elementary School Teacher - Regular Education : Professional Education

Jessica Kodric	Elementary School Teacher - Regular Education : Professional Education
Justin Ward	Elementary School Teacher - Regular Education : Professional Education
Juliann Braddock	Elementary School Teacher - Special Education : Special Education
Courtney Gouker	Elementary School Teacher - Special Education : Special Education
Maureen Riddell	Elementary School Teacher - Special Education : Special Education
Paul Eckert	High School Teacher - Regular Education : Professional Education
Paul Livingston	High School Teacher - Regular Education : Professional Education
Joanne Savini	High School Teacher - Regular Education : Special Education
Carol Semsey	High School Teacher - Regular Education : Professional Education
Brenda Zelich	High School Teacher - Regular Education : Professional Education
Jacob Just	High School Teacher - Special Education : Special Education
Carol Locke	High School Teacher - Special Education : Special Education
Seth Vargo	Intermediate Unit Staff Member : Special Education
Zach Sipe	Middle School Teacher - Regular Education : Professional Education
Christin Thomas	Middle School Teacher - Regular Education : Professional Education
Jayne Sucevic	Middle School Teacher - Special Education : Special Education
Patrick Collins	Parent
Steve Deli	Parent : Professional Education
Janine Gesso	Parent : Professional Education
Heather Peacon	Parent : Professional Education Special Education
Patience Yocabet	Parent
Lori DiCenzo	Special Education Director/Specialist : Professional Education Special Education
Randy Miller	Student Curriculum Director/Specialist

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Not answered	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Developing	Developing



Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

*This narrative is empty.*

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
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	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

*This narrative is empty.*

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

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

*This narrative is empty.*

### *Adaptations*

#### Elementary Education-Primary Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

#### Elementary Education-Intermediate Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

Explanation for any standards checked:

*This narrative is empty.*

## **Curriculum**

### ***Planned Instruction***

#### **Elementary Education-Primary Level**

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

Processes used to ensure Accomplishment:

The district negotiated two new elementary department chairpersons per building to assist with curriculum work. Those individuals will be the lead at each building. In addition, the district has been consulting with Intermediate Unit 1 to assist with the ELA process and an outside consultant in mathematics.

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**

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

Processes used to ensure Accomplishment:

The district negotiated two new elementary department chairpersons per building to assist with curriculum work. Those individuals will be the lead at each building. In addition, the district has been consulting with Intermediate Unit 1 to assist with the ELA process and an outside consultant in mathematics.

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**

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

Processes used to ensure Accomplishment:

The district has a secondary department chairperson and has been consulting with Intermediate Unit 1 to assist with the ELA process and an outside consultant in mathematics.

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

*This narrative is empty.*

### High School Level

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

Processes used to ensure Accomplishment:

The district has a secondary department chairperson and has been consulting with Intermediate Unit 1 to assist with the ELA process and an outside consultant in mathematics.

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.

When students are in need of accommodations and modifications in the classroom, either an IEP, 504 agreement, or PBSP are developed by a team of professionals which includes the parent. These documents identify the student's current disability and identify the areas where additional support is necessary. Specially designed instructional strategies are documented for each teacher to utilize in the classroom to either provide equal access to the curriculum or adaptations to master it.

## Instruction

### *Instructional Strategies*

*Checked Answers*

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

*Unchecked Answers*

- Annual Instructional evaluations

*Regular Lesson Plan Review*

*Checked Answers*

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

*Unchecked Answers*

- Not Reviewed

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

Currently, principals are completing the required formal classroom observations of instruction annually. Many informal walkthroughs take place throughout the school year. Administrators and building supervisors review lesson plans weekly. The district is currently working with an instructional math coach and has just signed an agreement with intermediate unit #1 with ELA.

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

The district has completed a differentiated evaluation model that allows administrators to focus and target the formal observation. The current contract does not permit department chairpersons from being involved in teacher evaluation, but they are involved in the curriculum development and refinement process. Instructional coaching is costly to implement, but the district is using an outside math consultant and IU #1 ELA consultation.

***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

The district is realizing that not every teacher is fully differentiating instruction so we are in the process of providing differentiated instruction professional development for staff.

### Elementary Education-Intermediate Level

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

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

The district is realizing that not every teacher is fully differentiating instruction so we are in the process of providing differentiated instruction professional development for staff. In addition, we are implementing guided math in grades 4 and 5 and providing professional development and coaching to assist the teachers.

### 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

The district is realizing that not every teacher is fully differentiating instruction so we have contracted with Kate Maggs from Educational Partnerships to provide 2 days of secondary differentiated instruction professional development as well as coaching follow up.

### 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

The district is realizing that not every teacher is fully differentiating instruction so we have contracted with Kate Maggs from Educational Partnerships to provide 2 days of secondary differentiated instruction professional development as well as coaching follow up.

### 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.

After any current or new position is vacated, the district posts the position internally for any HQT staff member to bid as per the collective bargaining agreement. If there is no eligible candidate available, the district then advertises in two local newspapers, posts the position with PSBA and Pennlink, and reviews applications on file including current



substitutes. Once a pool of candidates is identified for a position, central office administration, building administration, and department chairperson completes a round one interview. The candidates are scored and top candidates are recommended for a round two interview. The round two interview is conducted with the previously mentioned members as well as all school board members are invited to sit in. After round two interviews are scored, the highest scoring candidate is recommended to be hired for the position. The board hires at the next scheduled (or if needed a special meeting is held) to hire for the open position.

## Assessments

### Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	25.50	25.50	25.50
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	5.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

### Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

*Unchecked answers*

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

*Local Assessments*

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

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Unit Tests	X			
Unit Tests, PSSA		X		
Unit Tests, PSSA, Keystone Exams, Mid Term, Final Exams			X	
Unit Tests, Keystone Exams, Mid Term, Final Exams, SAT, ACT, AP Exams				X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
DIBELS	X			
PA 4 Sight Assessment				
PA 4 Sight Assessment				
Study Island			X	X

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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Quizzes, Q&A, KWL, Thumbs up/down, CSR, Stoplight strategy, Ticket out the door, Exit ticket, 3-2-1, Writing Summary, etc.	X	X	X	X
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### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DIBELS, GMADE, Compass	X			
DIBELS (3rd) , GMADE (3rd),				
Exploring CDT's		X	X	X
Study Island			X	X

### Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Reviewing district assessments continues to be need of focus within the district. Staff has been provided Bloom's Taxonomy and Webb's DOK professional development at the building level. Through our continued curriculum development, we will address assessments. The district will develop a plan to address evaluating assessments in order to provide the most effective assessment procedures in place for the students and teachers.

### 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.

Not applicable

### Collection and Dissemination

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

At the elementary level, building principals, grade level staff, and central office administration analyze data and action plan. At the middle and high school levels, building principals, content departments, and central office administration analyze data and action plan.

### *Data Informed Instruction*

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

At the elementary level grades K-2, we follow a RtII model which allows the staff to build strategically planned interventions to assist students during an intervention period. We also provide support services through Title staff using Reading Horizons. In addition, we run a 21st Century After School Program for all students.

At the middle school level, identified students are given support with supplemental courses as well as a What I Need (WIN) period at the end of the day.

At the high school level, the data from the assessments drive supplemental instruction courses in Algebra, Biology and Literature for students. Each department meets twice a month to review students, skills, assessments, and curriculum in order to action plan expected outcomes.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.		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
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
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Currently, teachers in grades 3-8 and end of the year keystone exam courses are able to identify previous year data for students not proficient using EdInsight/OnHands resource tool. Most interventions are provided during identified intervention courses. Also, CDT's are being implemented and utilized to assist teachers.

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

*This narrative is empty.*

### ***Distribution of Summative Assessment Results***

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

Provide brief explanation of the process for incorporating selected strategies.

Students and parents receive assessment data information in forms of letters during progress report and report card delivery. We list broad assessment information in our district newsletter and during local media reports. We hold curriculum committee meetings with the school board and the public in which we share assessment information. Finally, we discuss individual assessment data as needed at any meeting with parents and students.

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

We believe it would be possible to include assessment data in student handbooks and curriculum guides. Both documents require funding for the school district, so most information has been paired down to fit the specific print guidelines required.

## **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.

Currently, we have many avenues in place to assist all of our schools in demonstrating continued growth in student achievement. The process starts by effectively communicating with parents, students, and stakeholders about our academic status as reported by the state. We discuss where we have been, where we currently are, and where we need to be. Next, we identify areas of weaknesses and build and action plan around improving student achievement. Throughout the district, we provide various support strategies. The list includes, but is not limited to: After School Tutoring, Supplemental Instruction, Re-Teaching, Mandatory Credit Recovery, Student Assistance Program, School Counselors, School Psychologist and Social Workers, Goal Setting, Staff and Student Mentoring Programs, Cities in Schools, Transition Meetings, Co-Teaching Strategies, Project Forward, etc.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

*This narrative is empty.*

### *Screening, Evaluating and Programming for Gifted Students*

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

1. Laurel Highlands School District provides gifted support services for students who have been identified as gifted students and need additional services beyond the regular education curriculum. A multi-criteria process, based on Pennsylvania Department of Education Guidelines, is used to identify students for gifted support services. Our Gifted Criteria is Minimum full scale IQ or GAI = 125 AND At least 3 out of 4 of the following: Advanced PSSA Reading and Math scores, 3.7 GPA or Higher, At least 2 grade levels above grade level on the Woodcock Johnson, and/or 116 overall on the Hawthorne. In addition to the above criteria, the student must demonstrate the need for specially designed differentiated instruction and or services beyond those normally provided in the general education classroom.

2. The mission of the Laurel Highlands School District's gifted support services in partnership with families is to provide educational support, and extend the regular curriculum while promoting the unique abilities of individual students, which will enable them to become independent, continuous learners and contributors to the community. The goal of our gifted services is for students to view learning as a lifelong process that enriches the individual and benefits society.

The instructional focus is based on engaging the student in challenging tasks whether these tasks are replacement or core instruction:

- Extending and refining knowledge through the development of complex reasoning skills such as comparing, classifying, abstracting, inductive reasoning, deductive reasoning, constructing support, analyzing errors and analyzing perspectives.

- Students participating in complex tasks and educational opportunities, which foster their creative expression, enrich their knowledge base, and stimulate them to excel as self-directed learners.

- Guiding students to use knowledge meaningfully with skills such as decision-making, problem solving, experimental inquiry, system analysis and investigations.

- Promoting habits of the mind that exemplify critical thinking, creative thinking, and self regulated thinking

- Developing the personal and social awareness of each student. Students develop the appropriate skills, concepts and attitudes to be a successful life-long learner. The students will comprehend their own giftedness in relationship to self and society.

- They will develop a better understanding of self and their interest, aptitudes and areas of strength. The students will demonstrate the development of interpersonal skills. They will comprehend the importance of career decision-making and explore careers related to areas of personal interest.

Differentiation/responsive learning experiences occur at all levels as the teachers plan lessons to meet the needs and strengths of their students. All Laurel Highlands instructional staff has received extensive in-services training in Understanding by Design and Differentiated Instruction. Thus gifted support services are a combination of time with the gifted support teacher and with the regular education teacher.

Elementary School Gifted Services are designed to provide educational experiences that support and extend the regular curriculum. These services provide complex tasks and challenges through planned learning experiences that reflect the Dimensions of Learning model. Students K-4 will participate in a push-in program. This type of program is designed to provide the student with gifted instruction within the regular classroom environment. Students in 5th grade will be pulled out of the regular classroom and attend a gifted support class in the middle school. Students work in small groups with their intellectual peers on a theme or topic that is being taught. The students' individual skills and habits are embedded into these themes or topics. Students work individually on critical



thinking skills, logic and reasoning skills, math extensions and as a group on an affective lesson.

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

Laurel Highlands School District provides gifted support services for students who have been identified as gifted students and need additional services beyond the regular education curriculum. A multi-criteria process, based on Pennsylvania Department of Education Guidelines, is used to identify students for gifted support services. ?  
**GIFTED CRITERIA** Minimum full scale IQ or GAI = 125 AND At least 3 out of 4 of the following for grades 3-12 and 2 of the 4 for grades K-2: ? Advanced PSSA Reading and Math scores ? 3.7 GPA or Higher ? At least 2 grade levels above grade level on a standardized achievement test ? A T-score of 60 or higher on 4 out of 6 domains  
 In addition to the above criteria, the student must demonstrate the need for specially designed differentiated instruction and or services beyond those normally provided in the general education classroom.

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

?**GIFTED CRITERIA** Minimum full scale IQ or GAI = 125 AND At least 3 out of 4 of the following for grades 3-12 and 2 of the 4 for grades K-2: ? Advanced PSSA Reading and Math scores ? 3.7 GPA or Higher ? At least 2 grade levels above grade level on a standardized achievement test ? A T-score of 60 or higher on 4 out of 6 domains

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

The mission of the Laurel Highlands School District's gifted support services in partnership with families is to provide educational support, and extend the regular curriculum while promoting the unique abilities of individual students, which will enable them to become independent, continuous learners and contributors to the community. The goal of our gifted services is for students to view learning as a lifelong process that enriches the individual and benefits society.

The instructional focus is based on engaging the student in challenging tasks whether these tasks are replacement or core instruction:

? Extending and refining knowledge through the development of complex reasoning skills such as comparing, classifying, abstracting, inductive reasoning, deductive reasoning, constructing support, analyzing errors and analyzing perspectives. ? Students participating in complex tasks and educational opportunities, which foster their creative expression, enrich their knowledge base, and stimulate them to excel as self-directed learners. ? Guiding students to use knowledge meaningfully with skills such as decision-making, problem solving, experimental inquiry, system analysis and investigations. ? Promoting habits of the mind that exemplify critical thinking, creative thinking, and self regulated thinking ? Developing the personal and social awareness of each student. Students develop the appropriate skills, concepts and attitudes to be a successful life-long learner. The students will comprehend their own giftedness in relationship to self and society. ? They will develop a better understanding of self and their interest, aptitudes and areas of strength. The students will demonstrate the development of interpersonal skills. They will comprehend the importance of career decision-making and explore careers related to areas of personal

interest. Differentiation/responsive learning experiences occur at all levels as the teachers plan lessons to meet the needs and strengths of their students. All Laurel Highlands instructional staff has received extensive in-services training in Understanding by Design and Differentiated Instruction. Thus gifted support services are a combination of time with the gifted support teacher and with the regular education teacher.

**ELEMENTARY SCHOOL** Elementary School Gifted Services are designed to provide educational experiences that support and extend the regular curriculum. These services provide complex tasks and challenges through planned learning experiences that reflect the Dimensions of Learning model. Students will be pulled out of the regular classroom and attend a gifted support class in the middle school. Students work in small groups with their intellectual peers on a theme or topic that is being taught. The students' individual skills and habits are embedded into these themes or topics. Students work individually on critical thinking skills, logic and reasoning skills, math extensions and as a group on an active lesson.

**MIDDLE SCHOOL** The Middle School 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade Gifted Services are designed to offer a continuum of services to meet the diverse needs of gifted students. A variety of service delivery options are available for students within the Middle School Gifted Program dependent upon students' individual needs and interests. Students can participate in a pull out class designed with planned learning experiences. Students may also receive consultative services through a push-in model with the Gifted Support Teacher who will monitor progress and adjustment at the middle school level. These consultative services will be offered weekly and as necessary throughout the academic year.

**HIGH SCHOOL** The High School Gifted Services are designed to offer a continuum of services to meet the diverse needs of gifted students. A variety of service delivery options are available for students within the High School Gifted Program dependent upon students' individual needs and interests. Students will be offered consultative services with the Gifted Support Teacher who will monitor progress and adjustment at the high school level. Included in this service will be the creation of a student portfolio in preparation for college visitations. These consultative services will be offered weekly and as necessary throughout the academic year. Honors and Advanced Placement academic courses are additional options available in the High School Gifted Services.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning		X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	
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

Explanation of developmental services:

*This narrative is empty.*

### ***Diagnostic, Intervention and Referral Services***

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

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### ***Consultation and Coordination Services***

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

Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

*This narrative is empty.*

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

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

### *Frequency of Communication*

**Elementary Education - Primary Level**

- More than once a month

**Elementary Education - Intermediate Level**

- More than once a month

**Middle Level**

- More than once a month

**High School Level**

- More than once a month

***Collaboration for Interventions***

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

The Laurel Highlands school district staff collaborates daily to provide the best individualized instructional methods to our students. Special education teachers, regular education teachers, administrators, school psychologists, mental health professionals, related service providers, community agencies, and most importantly parents are involved in educational planning. During this collaboration a student's strengths and weaknesses are identified to devise an instructional plan that will promote academic success for that student. The student is monitored for a mutually agreed upon time. If the student is not making progress the team reconvenes to alter the interventions provided.

***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 Laurel Highlands School District strives to ensure that our students are prepared as they enter our buildings in kindergarten and exit them as productive citizens of society holding a high school diploma.

**1. Child Care**

- The Laurel Highlands School District currently has representation on several different committees that pertain to early child care and education. Once such panel is the Fayette

County Early Care and Education Committee. This committee is made up of representatives from Frazier SD, Private Industry Council (Head Start), Duck Hollow Learning Center, East End Community Center, PA Pre-K Counts, and Keystone Stars. With this committee, the Laurel Highlands School District is able to keep abreast of trends and news in early childhood education throughout our community. The Laurel Highlands School District is also a participant in the Early Literacy Grant through the United Way of Westmoreland County. The goal of this grant is to ensure that a greater number of pre-k students are entering kindergarten at/above the proficiency level. We are currently developing ways to implement what we feel are best practices to meet this goal. The Laurel Highlands School District has partnered with both Greensburg-Salem and Derry Area School Districts, as well as the Private Industry Council of both Fayette and Westmoreland Counties. The Laurel Highlands School District is also a member of the Pennsylvania Literacy Network (PLN). This year, the PLN is placing emphasis on early literacy. The Laurel Highlands School District and the PLN will be hosting an on-site graduate level continuing education course through the University of Pennsylvania. This course will have participants from local early childhood centers and the Laurel Highlands School District.

## 2.

### **After School Programs**

- The Laurel Highlands School District offers a multitude of activities across all of its campuses during after school hours. The purpose of these programs is both to inform and prepare our students and their families as they progress through our district. These programs include:

- Elementary School - Kindergarten Registration and Orientation, IEP Transition Site Meetings, Kindergarten Bus Runs, Parent/Teacher Conferences, Summer School, Meet the Teacher Night, Family Reading Night, 5th Grade Choir Concert, 5th Grade Orientation at the Middle School (school day visit), 5th Grade Parent Orientation at the Middle School (evening event hosted by the administration), Laurel Highlands Outdoor School Parent Orientation, Laurel Highlands Outdoor School, 5th Grade Graduation Banquet.
- Middle School - Choral/Band concerts, Middle School Musical, Parent/Teacher Conferences, Meet the Teacher Night, and Summer School
- High School - Project Forward, After School Tutoring (with transportation), Credit Recovery for 9th/10th graders (mandatory if failing after 2nd 9 weeks), Parent/Teacher Conferences, SAT Evening Prep Courses, CTI Tours, JR ROTC Air Force Program, College and Technical School Visits, Early Release Program, Dual Enrollment, Evening Financial Aid Program for Parents, Freshman Orientation, Senior Graduation, and Meet the Teacher Night.

### **3. Youth Workforce Development Programs -**

The Laurel Highlands School District currently hosts several opportunities for students to participate in some form of career development program. We currently provide college and technical school visits, host military speakers, have an active JR ROTC Air Force Program, implement an Early Release Work Program, offer Vocational Technical courses at CTI, host Upward Bound, offer a multitude of Dual Enrollment courses (including AP Courses and

Articulation Agreements), link students with Occupational Vocational Rehabilitation and Career Link, host the Junior Achievement Program, offer Academy Internships with required interviews, require a Grade Level Career Portfolio and Senior Project, offer Job Shadowing experiences, CTI Tours, Career Awareness Week, and a Career Fair.

#### **4. Tutoring -**

The Laurel Highlands School District currently offers afterschool tutoring for our high school students. We also offer a Credit Recovery for 9th/10th grade students who are in danger of failing. The district also provides SAT evening prep courses for those students preparing for a post secondary education. The district is currently planning to implement an elementary after school tutoring program to begin in mid-November. The district implements a Summer School Program for all students.

### *Preschool Agency Coordination*

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

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

The Laurel Highlands School District hosts IEP transition meetings for those pre-kindergarten students who have been identified with a disability/disabilities to ensure that the proper supports and accommodations are in place prior to the beginning of the school year. The Laurel Highlands School District currently does not operate a pre-kindergarten program. However, the Laurel Highlands School District currently has representation on several different committees that pertain to early child care and education. One such panel is the Fayette County Early Care and Education Committee. This committee is made up of representatives from Frazier SD, Private Industry Council (Head Start), Duck Hollow Learning Center, East End Community Center, PA Pre-K Counts, and Keystone Stars. With this committee, the Laurel Highlands School District is able to keep abreast of trends and news in early childhood education throughout our community. The Laurel Highlands School District is also a participant in the Early Literacy Grant through the United Way of Westmoreland County. The goal of this grant is to ensure that a greater number of pre-k students are entering kindergarten at/above the proficiency level. We are currently developing ways to implement what we feel are best practices to meet this goal. The Laurel Highlands School District has partnered with both Greensburg-Salem and Derry Area School Districts, as well as the Private Industry Council of both Fayette and Westmoreland Counties. The Laurel Highlands School District is also a member of the Pennsylvania Literacy Network (PLN). This year, the PLN is placing emphasis on early literacy. The

Laurel Highlands School District and the PLN will be hosting an on-site graduate level continuing education course through the University of Pennsylvania. This course will have participants from local early childhood centers and the Laurel Highlands School District.

## 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.

The district has updated materials and resources in ELA, Mathematics, and Science. Next year 2019-2020, the district plans to adopt new Social Studies/History materials. The district also added a third chromebook cart for each elementary building as well as additional ipads for grades K-2 to increase the teachers and students access to technology resources and to improve student motivation.

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.

The district has updated materials and resources in ELA, Mathematics, and Science. Next year 2019-2020, the district plans to adopt new Social Studies/History materials. The



district also added a third chromebook cart for each elementary building to increase the teachers and students access to technology resources and to improve student motivation.

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

*This narrative is empty.*

### **Middle Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

The district has updated materials and resources in all areas and will continue to update. The district also purchased chromebook carts for each core classroom to increase the teachers and students access to technology resources and to improve student motivation. Along with chromebooks, the district is installing a one-button studio in the middle school for video projects. During the 2019-2020, the district will move to one to one chromebooks for every student in grades 6-8.

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

*This narrative is empty.*

### **High School Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

The district has updated materials and resources in most areas and will continue to update. The focus is to increase ELA materials in grades 11 and 12 during the 2019-2020 school year. The district also moved to one to one chromebooks for all students in grades 9-12 to

increase the teachers and students access to technology resources and to improve student motivation. Charging stations have been installed throughout the high school to ensure students have constant access to online resources.

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

*This narrative is empty.*

### *SAS Incorporation*

#### **Elementary Education-Primary Level**

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

Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in

	50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation

	is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

*This narrative is empty.*

### **Middle Level**

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

	50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of

	district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown

English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### ***Early Warning System***

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

*Not answered*

### **Professional Education**

#### ***Characteristics***

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.			X	X
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

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Provides the knowledge and skills to think and plan	X	X	X	X



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

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

In our professional education organization and preparation, we work towards reaching all the selected characteristics in order to provide meaningful professional development for all staff. We have partnered with many vendors and professional educational organizations including, but not limited to: Intermediate Unit #1, Educational Partnerships, Mathematics Consultation, internal specialists, etc.

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

Though we have provided professional development for staff in regards to gifted interventions, we could always increase professional development in this area. Our gifted instructors are provided continual professional development from Intermediate Unit #1.

### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
The LEA has conducted the required training on:
3/5/2014 Mrs. Lori DiCenzo 2.5 hours In addition, policy, procedures, and training online.
The LEA plans to conduct the required training on approximately:
5/21/2019 TBA

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

<b>Questions</b>
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The LEA has conducted the training on:
2/13/2015 Dr. Sam Lonich 2 hours
10/9/2015 Dr. Sam Lonich 2 hours
8/22/2017 Dr. Sam Lonich 1 hour
The LEA plans to conduct the training on approximately:
8/26/2020 TBA

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

Questions
Not Applicable for our school entity

### *Strategies Ensuring Fidelity*

#### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

#### *Unchecked answers*

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Annually, as an administrative team we review data and develop a professional development schedule for staff based on academic needs identified, new programs or

initiatives that require training, and/or request for training by staff. Most professional development days require follow up trainings and/or additional days in order to infuse the strategy effectively in the district.

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

We plan to implement the following strategies to address areas of weakness:

1. Develop an evaluation process of our professional education to determine its impact on teaching practices and student learning.
2. Develop a systemic process to evaluate the quality of professional development presenters/vendors.
3. Develop a process to use disaggregate student data to determine educators' learning priorities.

### *Induction Program*

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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

The district continues to partner with Intermediate Unit #1 to deliver Year 1 and 2 of our Induction Program. In addition, the district requires all new staff members to attend a new staff orientation prior to the start of the school year and we provide a mentor staff member for three years to work with the new employees.

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

*This narrative is empty.*

### *Needs of Inductees*

#### *Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.

#### *Unchecked answers*

- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

As mentioned before, we currently partner with IU#1 to complete our induction program.

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

The district will explore developing a process of collecting more information from new inductees and as a better way to assess their needs.

### *Mentor Characteristics*

#### *Checked answers*

- Potential mentors have similar certifications and assignments.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors and inductees must have compatible schedules so that they can meet regularly.

#### *Unchecked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors must model continuous learning and reflection.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

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

All mentors must be veteran, tenured teachers. The mentors are assigned in accordance with the collective bargaining agreement, and the administrators make final decisions of placement. The district currently has a policy in place for both the veteran mentor teacher and the new teacher. Each new teacher has an mentor for a period of three years. In addition, any teacher switching buildings or grade levels has a mentor for year to assist with the learning curve associated with the new positions and/or building.

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

The district has the mentors attend the new student orientation with the new employee to receive the same training as the new teacher.

### *Induction Program Timeline*

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

Curriculum		X				
Instruction		X				
Accommodations and Adaptations for diverse learners		X				
Data informed decision making			X			
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

The district continues to utilize IU#1's well developed induction program. They break the induction down into six total days (Year 1 Days 1, 2, 3, & 4 Year 1 Days 1 & 2)

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

The district continues to implement Intermediate Unit #1's Induction Program with our new staff. IU #1 does monitor and evaluate the Induction program regularly. The district has surveyed new staff after completing the program.

### ***Recording Process***

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

*None.*

## **Special Education**

### ***Special Education Students***

Total students identified: **568**

### *Identification Method*

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

The Laurel Highlands School District continues to utilize a significant discrepancy between intellectual ability and academic achievement in one or more of the following areas: basic reading skills, reading comprehension, reading fluency, written language, listening skills, oral expression, mathematics calculations, or math reasoning skills in order to qualify a student as a child with a specific learning disability. Students are referred for an evaluation when they do not respond successfully to scientific, research based interventions. The district also utilizes social history and parent input to determine that the discrepancy is not the result of economic disadvantage, environmental factors, or cultural differences. If the student should not demonstrate a significant discrepancy between ability and achievement, but continue to be unsuccessful in the general education setting, the multidisciplinary team will meet to review response to intervention data, determine the need for additional data, and on an individual basis may determine to qualify a student in need of learning support based on the data collected.

### *Enrollment*

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:

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

Utilizing information from the 2016-2017 Special Education Data report, the district reviewed identification rates for all disability categories. It suggests that Laurel Highlands is approximately 1.7% above the State percentage of special education enrollment with the District percentage being at 18.2% and the State being at 16.5% . Identification of the number of students with Autism, Intellectual Disability, and Specific Learning Disability are below the state average. However, the number of students identified with Speech and Language impairments and Other Health Impairments are slightly above the state average. Students identified with an Emotional Disturbance is significantly above the state average. There is a statistically disproportionality in identification rates for students with disabilities. The district is following the the federal and state special education guidelines for Identification. The IEP teams are finding that many of our students are meeting the Emotionally Disturbed criteria as outlined in Chapter 14. After reviewing our processes, the district will add additional behavior rating scales, including a social and emotional assessment to assist in providing additional information to the IEP teams.

### *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. There are no educational services provided at the facility. All students are registered and enrolled in the Laurel Highlands School District within 5 days as required by state and federal regulations.

2. A Free Appropriate Public Education is provided to all students who are identified as special education. Clear enrollment procedures have been communicated to each building secretary and building administrator. This information is reviewed on an annual basis. For all new students, the guidance office contacts the previous school district for records and sends a Special Education Registration form to the Special Education office to communicate the new enrollment. IEPs are adopted upon enrollment and new NOREPs are issued. All decisions are made through the IEP team process which includes the LEA from the resident district.

3. There are no problems or barriers for service delivery. The Laurel Highlands School District is able to successfully meet the obligations under section 1306 of the Public School Code.

### *Incarcerated Students Oversight*

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

Laurel Highlands School District has an open relationship with the Fayette County Juvenile Probation Office. We engage in ongoing communication with the JPOs regarding our students. In fact, the JPOs visit the schools to monitor the students on their caseload. They have assisted in bringing students on probation to school when they are truant and keeping students involved in extra curricular activities such as sports and school clubs. The Juvenile Probation Office has offered to extend their services on an as needed basis to students who are not on probation but demonstrate a need for developing skills to make correct decisions. JPO, upon request, will instruct a competency class within the school district that will teach students skills such as anger management, conflict resolution, stress management, and peer pressure and self esteem.

Our JPOs participate in our Discipline Review Meetings to discuss their students while they are still enrolled at Laurel Highlands. The JPOs notify the Director of Special Education/Pupil Personnel Services when a student has been adjudicated. The Director of Special Education and either a middle school special education teacher or a high school special education teacher participate in the IEP meeting to assure that FAPE is provided to



the student.

Laurel Highlands is invited to participate in regular (not IEP) meetings with the JPO, facility staff, parents, and students to discuss progress/performance in the placement. When a student is being recommended to return to the school district, a Discipline Review Meeting is scheduled at Laurel Highlands with our Superintendent chairing the meeting. This meeting is staffed to serve as an IEP meeting as well. Other standing members of this team include the Director of Special Education/Pupil Personnel Services, Attendance Officer, IU Psychologist, Social Worker, Special Education Teacher, Regular Education Teacher, Building Principal, Guidance Counselor, Parent, Student, JPO, and staff from the facility. At this meeting the procedures for returning to the District and a transition plan are discussed. The IEP is revised and a new NOREP developed.

In the event that staff from an outside placement request that we evaluate a regular education student placed in their facility, we conduct a Pre-referral Intervention Team Meeting at the facility and gather information in order to request permission to evaluate from the parent. Should we have a juvenile incarcerated in an adult facility, we collaborate with the host district and contract with Intermediate Unit #1 to provide educational materials as needed to ensure a free and appropriate education to our incarcerated youth according to their Individualized Educational Plan.

### *Least Restrictive Environment*

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

1) The Laurel Highlands School District continually reviews and assesses the needs of students to provide them with appropriate supplementary aids, services, and program modifications that assist them to be successful in the general education curriculum. Our teachers receive ongoing training on diagnostic tools to identify specific skill deficits and implement research based instructional strategies to assist the at-risk student in the general education setting. The RTII process is utilized in grades K-2 to provide students with different levels of intervention. All

students are included in the core curriculum and assessed using diagnostic tools. Based on the data, students will then either stay in the core curriculum or move to a more intensive approach of instruction. Small group instruction occurs daily. Once a student reaches Tier III, and a teacher or parent has continued concerns with a student needing a more intensive educational program a pre-referral intervention team meeting is conducted, known as a PIT meeting. During this time professionals collaborate to review the accommodations and supports the teacher has already employed and discuss additional interventions and supplemental aids and services to implement in the regular education classroom. If an evaluation is suggested then a multidisciplinary team meeting is held. Procedures have been developed for reviewing the data, establishing the strengths and needs, developing goals and objectives, determining the related services required, and outlining the specially designed instruction that would be needed to meet the student's individual needs. If the evaluation results indicate that the student requires more support than could be provided in the general education setting, the team follows through the continuum of services until the team is in agreement of the most appropriate educational environment for the student.

Third grade students and up who demonstrate a need for additional support are referred for our PIT process (Pre-referral Intervention Team). All student data is reviewed such as grades, attendance, outside agency involvement, discipline, medical diagnosis, etc. The team reviews strategies that have been attempted and discuss additional or alternate strategies before referring a student for a special education evaluation. When a student is evaluated and found eligible for special education, the Multi-Disciplinary Team builds their discussion around regular education with additional supports before proceeding to consider that student for a more restrictive environment.

In each building, learning support teachers provide support for students and staff in the general education setting. General education teachers and special education teachers work collaboratively utilizing a co-teaching model. In addition, the district uses paraprofessionals to support students in a variety of settings so the student can receive instruction or benefit socially from a setting with non-disabled peers. We have paraprofessionals as program aides or personal care aides to support students in all buildings. Students are also provided with resource time to remediate any needed academic or behavioral skills. The availability of services allows the district to provide students with programs within the district increasing the ability to provide services in the least restrictive environment. Programs include learning support, emotional support, life skills support, and autistic support. Related services such as vision services, hearing support, speech and language services, occupational therapy, physical therapy, social work services, assistive technology, and psychological services are provided as necessary to our students who demonstrate a need.

The Laurel Highlands School District recognizes the need for a learning environment in which the students can reach their fullest potential in the least restrictive environment. Project Forward has assisted high school students in coping with a wide variety of behaviors and factors which may impede their academic performance, as well as their social, emotional, physical, and mental development. This program has retained students in a traditional high school setting rather than sending them to an alternative education placement. This program consists of mentor teachers, students as mentors, and guidance counselors. They provide support for at-risk students with their academic challenges as well as engage them in therapeutic activities to promote pro-social behaviors. Data has shown this program to be very effective for many students.

2) Laurel Highlands will continue to offer staff development sessions by using staff from the IU, PaTTAN, faculty from local colleges and universities, local agencies, and web-based training

opportunities to develop and/or increase capacity within our regular education teachers, paraprofessionals, and support personnel to address the instructional needs of students in the regular classroom setting. District staff will participate in training on topics that include applied behavior analysis, school-wide positive behavior support, functional behavioral assessments, co-teaching and co-planning, results-based instructional strategies, classroom management, strategies for students with ADHD/ADD, career related services, and transition services. These efforts will improve our response to intervention model to be incorporated in our PIT process and allow more students to remain in the general curriculum with their peers.

As a response to federal and state mandates, the Laurel Highlands School District replicates the Core Characteristic's of Pennsylvania's RTII framework that includes six criteria: Standards-aligned instruction for all students. All students have access to quality scientific research-based instruction in the general education core program. All students are provided universal screening at a minimum of three times a year to determine academic status in relation to the core standards. Data-based decision making guides school decisions on instructional changes, intervention choices and include progress monitoring. All staff shares ownership, (general ed, special ed, Title 1, ESL) by assuming an active role in assessment and instruction for all students. The additional support that students need is provided through the Tiered Interventions and Delivery Service System within the general education program. Pennsylvania's three tier-model provides standards-aligned instruction and intervention support to all students. PA statute clearly redesigns the entire instructional delivery system to include a systemic school-wide response to intervention rather than leaving it up to the individual classroom teacher to address. The reallocating of resources, roles, and effort is part of the plan for getting as many students as possible on grade level reading. Parental engagement in the process is critical and unique to this model. We have also implemented a researched based reading program based on the Orton-Gillingham reading principals in our Title 1 and learning support programs. The Laurel Highlands School District also participates in various pilot initiatives sponsored by PaTTAN. Most recently, we are included in cohort 3 in the PA Student Outcome Transition Survey, Optimized Inclusive Practices, and Quality Indicators of Emotional Support Programs. Teams of teachers, administrators, school psychologists, counselors and parents have participated in training sessions and group discussions to evaluate the strengths and weaknesses of our current program. We have implemented School-wide Positive Behavior Support in one elementary building and our middle school with plans to extend this program into the other three elementary buildings next school year and into the high school the following school year. In addition, our autistic support staff has received training and is currently instructing utilizing Applied Behavior Analysis. AN IU specialist in ABA and students with autism continues to provide ongoing support to our staff.

3) In reviewing data from the State Performance Profile from the last 5 years, the number of students in regular education 80% or more is 56.2%. We have not met the state targets in any category in the last 5 years. However, we continue to monitor this data and evaluate the need for programs and professional development in this area. To assist in increasing our number of students in the regular education environment within the district we expanded the number of inclusion classes offered at the high school and middle school levels. We opened an elementary autistic support class and a high school life skills class within the district. In addition, we maintain a close partnership with our local Intermediate Unit, who opened an elementary therapeutic emotional support class within one of our elementary schools. Having these classes within the district provides the opportunity for students to be mainstreamed as much as they are able to keep them in their least restrictive placement. We also have recently added a full time social worker to the high school to assist of large population of students to provide social work service to students with an emotional disturbance. In reviewing our student data, a need to add

an autistic support classroom at the middle school level has been identified. By doing this, we will be able to educate students with severe autism in their neighborhood school and mainstream them with their peers as much as possible. This will also expand the continuum of services at the middle school level.

If the IEP team determines that a student requires a placement outside the school district, a transition plan to bring the student back into the school district is always discussed before the student is placed. Often times the district will provide additional transportation for students to transition back from restrictive settings on a half time basis, so the team can work with them on gradually acclimating to the large group environments, while still receiving the daily intensive supports from specialists in the outside setting. The district has a high success rate of integrating students back into the regular school.

<b>Service/Resource</b>	<b>Description</b>
(Collaborative) Cooperative learning strategies	Scheduled time for co-planning and team meetings, professional development to support co-teaching strategies and professional development that includes parent training sessions.
(Collaborative) Partnership with Goodwill	Goodwill helps us to find work experience for our special education students.
(Collaborative) Professional development in areas of disabilities, collaborative teaching, and coaching	Scheduled opportunities to review student IEPs, progress monitoring, training for general education teachers on special education topics, training on assistive technology.
(Collaborative, Instructional, Social-Behavioral) Paraprofessional Support	The Laurel Highlands School District employs approximately 45 highly qualified paraprofessionals to support students with special needs in the regular education setting. Supports include collaborating with general and special education teachers, providing academic and behavioral supports to students as outlined in the specially designed instruction section in the student's IEP.
(Collaborative, Social Behavioral) 8th-9th grade Transition Guidance Counselor	This guidance counselor assists in transitioning 8th grade students to 9th grade. She is at the High School for the first semester of the school year for 4 days per week and at the middle school 1 day and then during the second semester she is at the middle school 4 days per week and the high school one day.
(Collaborative, Social-Behavioral) Social Work, Psychological, and Counseling Services	These services address mental health issues and assist students in developing appropriate social and coping skills in order to maintain and build relationships with peers and adults. These services also help students

	develop skills in the areas of self-advocacy and interpersonal relationships.
(Instructional) Assistive technology as it would apply to the student (e.g. FM systems, Alpha-Smart, Communication devices, etc.)	The team will determine through assessments and observation appropriate use of technology to enhance learning and communication.
(Instructional) Adaptive Physical Education	Physical education activities are specially designed and adapted for students with physical, cognitive, or behavioral needs.
(Instructional) Communication Facilitators	Paraprofessionals with training in braille
(Instructional) Modifications of assessments, materials, and method of presentation	Extended time to complete assignments, use of study guides, limit content to key concepts, modified senior projects, test portions read to students, copies of notes provided to students, limiting choices and providing a word bank for testing.
(Instructional) Modified and adapted curriculum	Use of differentiated instruction in order to address various levels of student skills within the general education curriculum.
(Instructional) Multi sensory approach to learning	Auditory, visual, and tactile activities are utilized to enhance learning new concepts.
(Physical) Adaptations and modifications to the physical environment	Preferential seating, adaptive furniture, furniture arrangement, and structural aides (adaptive toilet seats, ramps, elevators
(Physical) Adjustments to sensory input	Utilization of sensory activities and adjustment to environment based on data collection developed to meet student needs and to prepare student for learning activities.
(Social-Behavioral) Positive behavioral interventions, strategies, and supports	School-wide bullying programs are implemented and progress monitoring of student behavior occurs in all schools. In addition functional behavior assessments are conducted to develop positive behavior support plans for students with intensive needs.

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Laurel Highlands School District has adopted Intermediate Unit #One's Positive Behavior Support Policy. Positive, rather than negative, measures form the basis of behavior support programs to ensure that all students are free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Behavior support programs include research-based practices and techniques to develop and maintain skills that enhance a student's opportunity for learning and self-fulfillment. Behavior support programs and plans are based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address the problem behavior, the type of intervention chosen is the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other restrictive measures, including deescalation techniques, have proven unsuccessful.

Students with disabilities who are subject to disciplinary action due to behavior are disciplined according to their IEP, BIP, and board policy. All disciplinary actions are in compliance with IDEA, federal, and state regulations. A manifestation determination is conducted for any student with disabilities who is suspended for 10 consecutive days, 15 cumulative days, or for any removal from school for a student diagnosed with Intellectual Disabilities. If the team determines that the conduct is a manifestation of the student's disability, a functional behavioral assessment and behavior intervention plan is developed. The student is returned to his/her previous placement unless the parent and LEA agree to change placement as part of the modification of the behavior intervention plan or if the situation involved drugs, weapons, or serious bodily injury. The district utilizes the same procedure indicated above for students who have not yet been identified as a student with a disability but is "thought to be exceptional". All staff receives training in positive behavior support and de-escalation techniques.

We are currently in process of implementing school wide positive behavior support programs in all buildings. We started with implementation in one elementary building and our middle school. Next year, the other three elementary buildings will implement this program and lastly, the high school staff will be trained. Our school wide positive behavior support teams have been trained to utilize the SWISS software program to analyze behavior data

The Olweus Bullying Program has been implemented to prevent or reduce bullying in the elementary and middle schools. Teachers and staff have been trained to use the program and deal with bullying problems. A school wide committee oversees the program. Students complete a questionnaire to provide information about the amount and type of bullying in their school. They follow four anti-bullying rules that are taught in all classrooms: 1. We will not bully others. 2. We will try to help students who are bullied. 3. We will try to include students who are left out. 4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

Staff make sure all areas of our schools where bullying is likely to occur are being monitored. Class meetings are held where students talk about what bullying is. Students learn why bullying should not happen. They also learn to ask an adult for help if they see or experience bullying. Teachers use positive and negative consequences for following and not following the anti-bullying rules. Teachers work to make the classroom a positive place for students. Students who bully others are given consequences as soon as possible. Students who are bullied are supported by staff. They are told what action will be taken to end the

bullying. Teachers and staff may meet with the parents of students who bully and students who are bullied.

Staff have been trained in the core principals of Safety Care. Safety Care makes use of respectful, humane, and non-coercive interventions with an emphasis on prevention over management. Positive reinforcement is embedded throughout. Safety Care procedures include basic applications of functional communication training, and behavior momentum. Staff learned a series of interventions that can be adapted to specific circumstances they find themselves in. Physical procedures are simple, effective, safe, and have minimal abuse potential. Restraint is used only when there are no other safe options and ends as quickly as possible.

Social workers and school psychologists are trained to conduct functional behavioral assessments and to develop positive behavior intervention plans. The district offers services through the student assistance program for students at risk and an outside agencies provide school-based group support services and drug and alcohol assessments. Students placed outside of the district are closely monitored and transitioned back to their home school setting as progress is made and students develop the necessary skills to enable them to be successful in the general education environment.

The Laurel Highlands School District has contracted with Chestnut Ridge Counseling Services to provide school based mental health services. This is another means for students who are identified by the Student Assistance Program to receive support to address barriers that may interfere with their learning.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

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

The Laurel Highlands School District has been successful in providing FAPE for all students, including those with disabilities. There is no particular category that has been difficult for ensuring FAPE, although it has been necessary to research and collaborate with neighboring school districts, IU#1, and private schools in order to accommodate some students' unique needs. When it is determined that Laurel Highlands School District cannot meet a student's needs with programs established within the district, Laurel Highlands School District will seek services of programs provided by neighboring school districts, IU#1, private and alternative providers. Interagency collaboration has provided a means to access community services and to utilize those services to increase student success in the educational setting.

Should the district encounter difficulty with providing an appropriate educational setting for a student, the district will notify Intermediate Unit #1 Interagency Coordinator in order to locate

services and supports for the student. The district will convene an IEP meeting to discuss student current functioning levels and needs. The team will make any necessary changes/recommendations. Should the team determine that placement in regular public school is not the least restrictive setting based on student needs, alternative placements will be considered. Should an appropriate placement not be determined within 30 days, the district will contact PDE and report the required information. Laurel Highlands School District will also continue to report all students receiving Instruction in the Home and Homebound Instruction.

The Laurel Highlands School District is currently reviewing our resources to consider adding a secondary autistic support class at the middle school level. We will continue to monitor our special education needs to ensure we are offering a continuum of services.

### *Strengths and Highlights*

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

The Laurel Highlands School District's mission is to provide a rigorous, meaningful, and relevant education which prepares students to become productive members of an ever changing global society. We believe that educating all students in an environment that fosters mutual respect and self worth and meets the needs of all students. Our special education department works in conjunction with all of our other departments to provide the extra supports required for our students with disabilities to remain in their least restrictive environment. We offer an array of services to support our students; inclusion, learning support, emotional support, autistic support, and life skills support programs.

We continue to expand the number of inclusion classes offered at the secondary level. IEP teams analyze student's present levels to mainstream them with their peers to the maximum extent. Supplementary aides and services are discussed regularly in team meetings. Staff and parents have seen the benefits of using the various models of co-teaching. We continue to provide professional development and coaching on co-teaching and practicing inclusive practices across the district.

We continue to work with the Pennsylvania Consortium of Public Education through the Middle High Forum and PaTTAN to increase transition support for all students at all levels. Many transition activities were added to the secondary curriculum as well as interest inventories and transition assessments. In addition, staff has been trained on the new career and work standards. Career awareness activities are provided to students K-12. Some activities include career research, community service, resume, mock interview, classroom presentations and job fairs. Teachers are encouraged to make concepts relevant and meaningful by relating topics to careers and /or work. Portfolios are created to not only prepare them for the expectations of what is needed post-secondary but also to provide them with a functional tool to take with them for future employment. Teachers are to reinforce the "soft skill" of the month in their daily lessons to improve student's work ethic.

We provide opportunities for community based instruction for our students. The Laurel Highlands School District works closely with Goodwill, St. Vincent DePaul, OVR and our local food bank and Shop and Save. Students are also taken into the community to learn restaurant etiquette at local restaurants. Goodwill and OVR provide lessons to students in



the classroom on daily living skills. Transition activities are provided not only for secondary students but also for incoming kindergarten students and students going to 6th and 9th grade. A kindergarten visitation day is planned for parents and students to observe a kindergarten class and meet the school staff prior to enrolling in the school district. In addition, we offer a summer school program for incoming kindergarten students to strengthen school readiness skills. A Mini Mighty Mustangs program has been started to assist in developing early literacy skills. Postcards with a Laurel Highlands School District address have been placed in pediatric and gynecological offices to reach out to resident families of young children in order to provide them with early literacy materials. Summer Bridge, a summer school intervention program, is mandated for students going to 9th grade who have experienced attendance, discipline, and/or academic issues in the middle school. Our Junior Achievement and JROTC students serve as peer mentors to our students who attend the Summer Bridge Program. They assist these students throughout the start of their freshman year. Our school buildings are open all summer to allow for student/parent tours to increase the familiarity of the building and lessen anxiety of coming to school. Lastly, we hold transition meetings for students going to 6th and 9th grade. This provides an opportunity for the students and parents to meet staff at the next building level and allows for collaboration between current staff and upcoming staff in order to address student needs.

The Laurel Highlands School District emphasizes student exposure to the Common Core Standards. However, we also recognize that students may need direct instruction and/or a multisensory approach to address skill deficits. Our special education student programs utilize Connecting Math Series, ABA and Orton-Gillingham supplemental materials to address skill deficits. The Reading Counts Program and First in Math are also being implemented in the elementary. Staff are continually trained on utilizing diagnostic tools to identify reading skill deficits, remediate and progress monitor. Data from the CDTs DIELS, and the OSSA, as well as curriculum based assessments used by teachers and administrators to drive instruction. We have noticed significant gains in our primary grades in reading. By identifying skill deficits and implementing researched based instructional strategies, we are addressing more student needs in the regular education environment. Our current reading and math series provide teachers with materials to enrich students as well as remediate. There is also an online component to those curriculum materials that provide access at home to worksheet, games, audio, and visuals to reinforce skills.

Each year we have added technology to our special education classrooms. Our special education classrooms have been equipped with Pads, desktop computers for student access, interactive smart boards or Mimeo technology. Our teachers have access to clicker response systems and laptop carts. Technology allows for another mode of lesson presentation and interaction between the students and the teacher. It also provides another means to adapt the curriculum and accommodate for our students. Our speech teachers are utilizing Pads in their therapy sessions to address communication, articulation, and language needs. Our staff has access to On-Hands, which is a student database that provides software for administration and teachers to use data to drive instruction to improve student achievement. This tool integrates student data and connect a standards aligned curriculum and assessments back to classroom instruction.

We are currently pursuing a one-to-one initiative to put an electronic device in the hands of all students. We plan to accomplish this with a three year phase in plan. Next year all students

grades 9-12 will be provided a chromebook. The following year phase in the middle school and lastly extend them into the elementary schools. During this school year we have become a Google district. Our staff and students are being trained in using Google Classroom. By doing so we hope to actively engage more students by providing them with this digital platform.

The Pre-referral Intervention Team (PIT team) is comprised of the building principal, special education teacher, regular education teacher, psychologist, speech-language pathologist, and when needed, the nurse, social worker, counselor, and other relevant Intermediate Unit staff. PIT teams involve the parent and other agencies working with the student and/or family. Referrals to the PIT team can be made by a parent, regular education teacher, other school staff such as the Title I reading teacher, administrator, agency staff familiar with the student, or other persons with an educational interest in the student. When a student is referred to the PIT and our experts assess the immediate situation and provide interventions/accommodations to keep the student in the general education track. Students are returned to the PIT team to follow up on interventions and to determine if the student is being successful in the general curriculum as a result of the interventions and supplemental aides or services or if the team needs to identify new interventions and eventually move to formal evaluation. The PIT process lends itself to the implementation of the Response to Intervention approach in regard to addressing student needs on the regular education to special education continuum. The PIT team addresses the needs of students who are experiencing academic difficulties, students who may be mentally gifted, students with speech/language needs, students who need behavior support plans, and students who may not qualify for any of the above; however, may need a service agreement (504 plan).

Laurel Highlands has support teams to aid students and staff in assigned buildings. We have a team to serve the two north side elementary schools, a team to serve the two south side elementary schools, a team for the middle school and another for the high school. Teams are comprised of a psychologist, speech therapist, nurse, counselor, social worker, behavioral specialist, and an IEP aide. These individuals provide support to the student and staff. They are integral members of our PIT teams, MDT team, 504 team, and behavioral intervention team. In order to provide additional support to our high school and middle school students and help them to feel more connected to adults in the building, mentoring programs are implemented in both the high school and the middle school. Staff members are assigned to students to mentor throughout the year. Mentors meet with their group of students once each quarter. Mentors were provided with topics to talk about with their students to stimulate discussion. Mentors monitored students grades, progress reports, deficiencies, etc. Students are assigned randomly so that identified students are not always assigned to special education teachers. The mentoring group allows students to interact with staff they may not have otherwise, as well as allows for interactions among students that would not have otherwise interacted with each other. At the middle school level, teachers are assigned as mentors to students as well as students from the high school JROTC program.

Laurel Highlands School District provides training opportunities for parent and families of students with disabilities. Despite our efforts to provide meaningful training, parent participation is low. Since this seemed to be the case among all districts in Fayette County, the Laurel Highlands School District has partnered with neighboring school districts in Fayette County and Fayette County Mental Health Services to provide training opportunities through Community Connections, a cooperative initiative between Albert Gallatin, Brownsville, Connellsville, Frazier, Uniontown, and Laurel Highlands school districts. Trainings are provided at various locations, well advertised, and represent a collaboration between school personnel, IU personnel, and outside agencies.

Providing professional development for our principals, faculty, and paraprofessional staff is a high

priority of the Laurel Highlands School District. Annual training sessions include, confidentiality, behavior support, and technology. The Laurel Highlands School District has established cooperative relationships with Keystone Learning, Penn State University, and our local Intermediate Unit who are our primary providers of our in-service trainings. We also have established connections with local businesses, Fay-Penn, Uniontown Area YMCA, Fayette County Career Link, Local Interagency Council, Southwestern Pennsylvania Task Force, Office of Vocational Rehabilitation, MH/MR who assist us in supporting our students in school to work programs, job fairs, job shadowing, and senior projects.

The Laurel Highlands School District has been able to meet the vast needs of our students by utilizing district special education services, classes and services offered by the intermediate unit, contracted services, approved private schools, and alternate settings if needed. Our special education teachers and general education teachers work collaboratively to make adaptations and accommodations for our students to attempt to keep them in their least restrictive environment. The Laurel Highlands board of directors and district administration recognize the importance of keeping all students in the district.

The above listed programs and services are just a few examples of strengths and highlights provided by the Laurel Highlands School District. The true vitality of the Laurel Highlands School District is the daily teamwork and dedication to our students and community that is provided by our staff.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Fayette Resources INC	Nonresident	The Laurel Highlands School District serves as the host district to group homes operated by Fayette Resources Inc. This organization provides care and housing to people with Intellectual Disabilities. They are licensed by the Department of Public Welfare.	1

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Colonial Campus IU#1	Other	TES/PATHS	7
Colonial Campus IU#1	Other	CTES	5
Clellian Heights	Other	Life Skills Support	2
Fayette Area County Career and Technical Institute IU#1	Neighboring School Districts	Life Skills Support	2
Fayette Area County Career and Technical Institute IU#1	Neighboring School Districts	Learning Support	6
New Directions	Other	Emotional Support	12
Intermediate Unit #1 Educational Campus at East Franklin	Other	Emotional Support	1
Western PA School for the Deaf	Approved Private Schools	Hearing Support	1
Adelphoi Village	Other	Alternative Education/Learning Support	2
Pressley Ridge Day School	Special Education Centers	Emotional Support	1
Clairview School	Special Education Centers	Multi-disabilities Support	1
Adelphoi	Other	Private Academic/Emotional Support	1
Mon Valley AIU#3	Special Education Centers	Autistic Support	2
Highlands Hospital Autism Center	Other	Autistic Support	6

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* October 1, 2015

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	13	0.4
Locations:				
Hutchinson Elementary J.C.	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.6
Locations:				
Hutchinson Elementary J.C.	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* October 1, 2015

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	11	0.4
Locations:				
Hutchinson Elementary C.W.	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	8	0.6
Locations:				
Hutchinson Elementary C.W.	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #3 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 10	10	1
Justification: Age range has been addressed in student's IEPs and through age range waivers.				
Locations:				
Hutchinson Elementary T.C.	An Elementary School Building	A building in which General Education programs are operated		

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

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 10	4	0.75
Justification: Age range has been addressed in student's IEP's and through age range waivers				
Locations:				
Hutchinson Elementary TW	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	10 to 11	2	0.25
Locations:				
TW Hutchinson	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* October 1, 2015

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	11	0.4
Locations:				
Clark Elementary	An Elementary School	A building in which General Education		



C.G.	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	8	0.6
Locations:				
Clark Elementary C.G.	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #6 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* October 1, 2015

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	22	0.6
Locations:				
Clark Elementary J.B.	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	4	0.4
Locations:				
Clark Elementary J.B.	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #7 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* October 1, 2015

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	53	1
Justification: Caseload age range exceeds age requirement, however, classroom age range does not.				
Locations:				
Clark/Hutchinson Elementary P.N.	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #8 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* October 1, 2015

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	5	0.9
Locations:				
Clark Elementary/INH M.R.	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	8 to 11	1	0.1
Justification: Caseload age range exceeds age requirement, however, classroom age range does not.				
Locations:				
Clark Elementary/INH M.R.	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* October 1, 2015

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	13	0.5
Locations:				
Marshall Elementary S.T	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	2	0.5
Locations:				
Marshall Elementary S.T.	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 24, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	13	0.5
Justification: Caseload age range exceeds age requirement, however, classroom age range does not.				
Locations:				
Marshall Elementary S.G.	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	3	0.5
Justification: Caseload age range exceeds age requirement, however, classroom age range does not.				
Locations:				
Marshall Elementary S.G.	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	54	1
Justification: Caseload Age Range exceeds age requirement, however, classroom age range does not.				
Locations:				
Marshall Elementary J.H.	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* October 1, 2015

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

**PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	8	0.6
Locations:				
Middle School A.G.	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* October 1, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	11	0.3
Locations:				
Middle School J.S.	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	10	0.7
Locations:				
Middle School J.S.	A Middle School Building	A building in which General Education programs are operated		

**Program Position #14 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 20, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	10	0.3
Locations:				
Middle School CC	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	12	0.7
Locations:				
Middle school CC	A Middle School Building	A building in which General Education programs are operated		

**Program Position #15 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class

Implementation Date: August 20, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	16	0.6
Locations:				
Middle School M.M.	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.4
Locations:				
Middle School M.M.	A Middle School Building	A building in which General Education programs are operated		

**Program Position #16 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: October 1, 2015

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	15	0.5
Locations:				
Middle School J.B	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	7	0.5
Locations:				
Middle School J.B	A Middle School Building	A building in which General Education programs are operated		

**Program Position #17 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: October 1, 2015

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	7	1
Locations:				
Middle School P.Z	A Middle School Building	A building in which General Education programs are operated		

**Program Position #18 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* October 1, 2015

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	58	1
Justification: Caseload age range exceeds age requirement, however, classroom age range does not.				
Locations:				
Hatfield/Middle School S.T	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #19 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* October 1, 2015

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	11	0.5
Locations:				
High School M.C.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	4	0.5
Locations:				
High School M.C.	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #20 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* October 1, 2015

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	7	0.4
Locations:				
High School D.C.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	8	0.6
Locations:				
High School D.C.	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #21 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* October 1, 2015

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	7	0.4
Locations:				
High School J.J.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.6
Locations:				
High School J.J.	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #22**

*Operator:* School District

**PROGRAM SEGMENTS**

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Learning Support	14 to 18	11	0.5
Locations:				
High School M.F.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.5
Locations:				
High School M.F.	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #23 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* October 1, 2015

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	0.5
Locations:				
High School B.M	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.5
Locations:				
High School B.M.	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #24 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* October 1, 2015

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.6
Locations:				



High School B.D.	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.4
Locations:				
High School B.D.	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #25 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* October 1, 2015

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	9	0.5
Locations:				
High School R.L.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.5
Locations:				
High School R.L.	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #26 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* October 1, 2015

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 20	8	1
Justification: Parents have signed an age range waiver and age range has been addressed in each students IEP. Students are instructed at their individual instructional level.				
Locations:				
High School C.C.	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #27 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	14	0.35
Locations:				
Hatfield JF	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	12	0.65
Locations:				
Hatfield JF	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #28 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	18	0.5
Locations:				
Hatfield AP	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	5	0.5
Locations:				
Hatfield AP	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #29 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2015

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 9	2	0.04
Locations:				
Marshall KM	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 18	5	0.12
Justification: Caseload is greater than 1 because she has 4 students within the same building that she provides itinerant services.				
Locations:				
High School KM	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #30 - Proposed Program**

*Operator:* Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* August 24, 2015

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 17	3	0.06
Locations:				
High School WN	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 9	3	0.07
Locations:				
Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 13	1	0.04
Locations:				
Middle School WN	A Middle School Building	A building in which General Education programs are operated		

**Program Position #31 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* October 1, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 10	12	0.2
Justification: Caseload age range exceeds age requirement, however, classroom age range does not.				
Locations:				
Hutchinson Ele./INH KB	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #32 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	8	1
Locations:				
Marshall Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #33 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* October 1, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 8	8	0.75
Locations:				
Clark Elementary TES B.S	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 8	4	0.25
Locations:				
Clark Elementary TES G.K.	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #34 - Proposed Program

*Operator:* Intermediate Unit

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* October 1, 2015

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	5	0.4
Locations:				
Clark Elementary TES J.P..	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 10	5	0.6
Locations:				
Clark Elementary TES J.P.	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #35 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* October 1, 2015

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.4
Locations:				
High School/Middle School C.L.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.6

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

### Program Position #36 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* October 1, 2015

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 13	10	0.5
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 13	3	0.25
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 13	1	0.25
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

### Program Position #37 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 28, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	12	0.5
Locations:				
Marshall SD	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	3	0.5
Locations:				
Marshall SD	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #38 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* August 28, 2018

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	4	0.5
Locations:				
Laurel Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 14	4	0.5
Locations:				
Laurel Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

## Special Education Support Services

Support Service	Location	Teacher FTE
Transition Coordinator	Laurel Highlands Senior High School	0.3
Transition Coordinator	Laurel Highlands Middle School	0.2
Classroom Aides	Various Buildings	8
Personal Care Aides	Various Buildings	29
IEP Aides	All buildings	4
Special Education Director	District	1

## Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist P.L	Intermediate Unit	5 Days
School Psychologist J.H	Intermediate Unit	5 Days

Social Worker S.V	Intermediate Unit	5 Days
Social Worker C.T	Intermediate Unit	5 Days
Occupational Therapists	Intermediate Unit	5 Days
Physical Therapists	Intermediate Unit	5 Days
Psychiatric Services	Intermediate Unit	0.5 Hours
Local Assistive Technology Consultant	Intermediate Unit	1 Hours
Social Worker B.B	Intermediate Unit	5 Days



# Needs Assessment

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## 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:

A large number of the challenges include academic achievement or growth improvements. Of course, discovering root causes like improving curriculum and assessment development with effective action planning will assist in improving district-wide.

## District Accomplishments

### Accomplishment #1:

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The district has started to update curriculum K-12 in mathematics with an math content specific consultant and IU #1 for ELA.

### Accomplishment #2:

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The district has developed an early literacy program called the Mini Mighty Mustangs which includes running numerous evening literacy events for the community, mailing home welcome packages to new students, and having high school students read to pre-k students.

### Accomplishment #3:

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The district has developed many effective partnerships which have led to a plethora of opportunities for students including, but not limited to: Intermediate Unit #1, United Way, WQED/PBS Kids, Waynesburg University, and Scholastic.

### Accomplishment #4:

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The district has updated our website in place in order to effectively communicate with the community. More and more parents/students have been accessing our website and online grading program as a way to learn about new information from the district.

### Accomplishment #5:

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The district has numerous dual enrollment / college in high school opportunities for students.

### Accomplishment #6:

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The district is in its seventh year of developing LH online courses in partnership with intermediate unit #1.

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**Accomplishment #7:**

The district continues to pay for all sophomores to take the PSAT annually.

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**Accomplishment #8:**

Currently we continue to operate a student run credit union at the high school.

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**Accomplishment #9:**

The district is in the process of converting our four elementary schools to be Smart Schools through WQED and Chevron.

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**Accomplishment #10:**

The district is in year two of becoming a Google District.

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**Accomplishment #11:**

The district has incorporated Inventionland Curriculum at the high school (entrepreneurship).

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**Accomplishment #12:**

The district is in the 2nd year of an approved 1:1 technology initiative that has provided all high school students with their own chromebook. In SY 19/20, all middle school students will have their own chromebook as well, along with each elementary classroom having it's own set of chromebooks in grades 3-5 and tablets in grades K-2.

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**Accomplishment #13:**

The district has adopted new courses, including Organic Chemistry, AP Human Geography, CPR/First Aid, Real World/Consumer Math, Contemporary Domestic Issues, Coding/Intro to Computer Science and Business Law.

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**Accomplishment #14:**

The district adopted a new elementary science series and supplemental components.

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**Accomplishment #15:**

The district has provided the materials, resources, and professional development for teachers to incorporate coding/robotics into the primary elementary curriculum. Teachers are using Dash/Dots, Edison Bots, and Ozobots. The middle school is incorporating EV3 Lego robots into the media classes.

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**Accomplishment #16:**

The district is a partner in the 21st Century Learning Grant through a partnership with the Intermediate Unit #1. Through this grant, we are hosting an after school program in each of our 4 elementary schools.

**Accomplishment #17:**

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The district has started to change the concept of our classroom libraries into media centers by installing One Button Video Studios in the MS/HS along with video editing high speed iMacs and flexible seating in all district libraries.

**District Concerns****Concern #1:**

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Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Concern #2:**

---

Prepare all students with essential skills to be successful in their future

**Concern #3:**

---

The district is still in the "developing" stages of curriculum development/refinement and is working towards "accomplished."

**Concern #4:**

---

All district courses need to evaluate current assessments to determine if they are appropriately aligned to student expectations in all content areas at all levels.

**Concern #5:**

---

Even though there have been many successes identified by staff and students, our reported academic performance and growth is not improving fast enough.

**Concern #6:**

---

The current lesson plan design needs to more accurately reflect in a more well-developed, written product (aligned to state standards, incorporating appropriate level of challenge and including strategies that "scaffold" or build upon each other to enhance student learning.)

**Concern #7:**

---

The district needs to continue to provide updated textbooks, resources, and technology to staff and students.

**Concern #8:**

---

The district needs to better collect and evaluate both data and feedback from staff, students, parents, and community members.

**Concern #9:**

---

Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Concern #10:**

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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.

## Prioritized Systemic Challenges

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

**Aligned Concerns:**

Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

---

Prepare all students with essential skills to be successful in their future

---

The district is still in the "developing" stages of curriculum development/refinement and is working towards "accomplished."

---

Even though there have been many successes identified by staff and students, our reported academic performance and growth is not improving fast enough.

---

Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

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

**Aligned Concerns:**

Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

---

Prepare all students with essential skills to be successful in their future

---

The district is still in the "developing" stages of curriculum development/refinement and is working towards "accomplished."

---

Even though there have been many successes identified by staff and students, our reported academic performance and growth is not improving fast enough.

---

The current lesson plan design needs to more accurately reflect in a more well-developed, written product (aligned to state standards, incorporating appropriate level of challenge and including strategies that "scaffold" or build upon each other to enhance student learning.)

---

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 #3** (*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.

**Aligned Concerns:**

Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

---

The district is still in the "developing" stages of curriculum development/refinement and is working towards "accomplished."

---

All district courses need to evaluate current assessments to determine if they are appropriately aligned to student expectations in all content areas at all levels.

---

Even though there have been many successes identified by staff and students, our reported academic performance and growth is not improving fast enough.

---

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 #4** (*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.

**Aligned Concerns:**

Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

---

Even though there have been many successes identified by staff and students, our reported academic performance and growth is not improving fast enough.

---

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 #5** (*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.

**Aligned Concerns:**

Prepare all students with essential skills to be successful in their future

---

The district needs to better collect and evaluate both data and feedback from staff, students, parents, and community members.

---

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.

**Systemic Challenge #6** (*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:**

Prepare all students with essential skills to be successful in their future

---

The district needs to continue to provide updated textbooks, resources, and technology to staff and students.

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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

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## Action Plans

**Goal #1:** Prepare all students with essential skills to be successful in their future

### Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- 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.
- 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.
- 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.

### Indicators of Effectiveness:

Type: Annual

Data Source: Senior Survey, Alumni Survey and Tracking, SAT, ACT, NOCTI, Career Choices, Post-secondary feedback, Students Completed Smart Futures Portfolio

Specific Targets: Students and alumni completing surveys will show an increase in effective preparation for their future via. Post-secondary institutions will report less remediation needed. There will be an increase in SAT and ACT scores.



### ***Strategies:***

#### *Prepare all students for their future*

##### **Description:**

The district's Chapter 339 plan will be evaluated annually to ensure students are effectively prepared for post-secondary training and/or employment and evaluated each year. The plan will include a list of strategies currently employed district-wide and then areas of weaknesses will be identified. An action plan will be put into place to address those weak areas. The areas of weakness will be evaluated annually to determine increase of success.

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

### ***Implementation Steps:***

#### *Future Preparation*

##### **Description:**

The district's Chapter 339 plan will list district-wide activities in place as well as activities that still need addressed. The plan will then be evaluated each year through effective surveys to determine strengths and weaknesses. This document will be evidence the step has been implemented.

**Start Date:** 10/1/2018    **End Date:** 10/1/2021

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

##### **Supported Strategies:**

- Prepare all students for their future

**Goal #2:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Accomplished curriculum maps K-12 and uploaded to our electronic curriculum mapping tool.

Specific Targets: Increased improvement in academic achievement and growth

***Strategies:******Update Curriculum Maps district-wide*****Description:**

The district will consult with a content specific specialist to assist with refining, evaluating and aligning current curriculum maps district-wide. This will allow the district to ensure the most updated alignment of curriculum maps are effectively developed to provide the best educational opportunities daily and that the instructors have a valid tool to utilize each year.

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

***Implementation Steps:******Curriculum Audit*****Description:**

Each department chairperson will review current curriculum maps and inventory maps and quality of completion. Staff and administration will review current curriculum map format, resources available, usernames and passwords, and timeline.

**Start Date:** 8/21/2018    **End Date:** 8/23/2022

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Update Curriculum Maps district-wide

## *Curriculum Consultation*

### **Description:**

The district will provide content specific consultation to assist with curriculum audit and update through each department chairperson. The evidence will be a signed consultation contract annually.

**Start Date:** 8/21/2018    **End Date:** 8/23/2022

**Program Area(s):** Professional Education, Educational Technology

### **Supported Strategies:**

- Update Curriculum Maps district-wide

**Goal #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.

### **Related Challenges:**

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

### **Indicators of Effectiveness:**

Type: Annual

Data Source: Accomplished assessments at each grade level

Specific Targets: Increased academic achievement and growth

### **Strategies:**

## *Complete Assessment Literacy Training*

### **Description:**

The district will implement PDE's assessment literacy training located on the SAS portal. The intent of this strategy is to help ensure that the district develops a positive culture towards developing appropriate and effective assessments that are created appropriately and aligned to the state standards. The district wants to ensure that we are assessing what is important and what needs assessed.

**SAS Alignment:** Standards, Assessment, Instruction, Materials & Resources

### ***Implementation Steps:***

#### *Assessment Literacy Training*

### **Description:**

Staff will complete PDE's six modules of Assessment Literacy at professional development sessions. The evidence will be the completed sessions for staff K-12.

**Start Date:** 9/24/2019      **End Date:** 9/28/2020

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

### **Supported Strategies:**

- Complete Assessment Literacy Training

## *Evaluation of Classroom Assessments*

### **Description:**

Staff will be provided time to review classroom assessments and make appropriate adjustments following the 6 modules of Assessment Literacy training.

**Start Date:** 9/21/2020      **End Date:** 9/27/2021

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

**Supported Strategies:**

- Complete Assessment Literacy Training

**Goal #4:** 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.

**Indicators of Effectiveness:**

Type: Annual

Data Source: District Surveys and Outside District Surveys

Specific Targets: The district will gather parent, student, and staff feedback on district surveys about school climate as well as the district will review parent, student, and staff feedback on outside district surveys

**Strategies:***Develop an effective tool for gathering perception data***Description:**

Administration will develop an effective tool for gathering perception data from key stakeholders including staff, students, parents, school board members, and community members annually. The data will be analyzed and then compared to previous years. In addition, highlights from the data will be shared with our key stakeholders. Each year administration will develop an action plan to address the data results. This strategy will allow the district to work towards making a positive culture change.

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:***Perceptual Tool Development***Description:**

The district will develop a committee to review various perceptual tools to develop one that will be utilized annually. The evidence of a completed tool will allow the district to attain feedback from stakeholders as well as allow the district to work towards continuously improving.

**Start Date:** 8/20/2019    **End Date:** 9/28/2020

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

**Supported Strategies:**

- Develop an effective tool for gathering perception data

# Appendix: Professional Development Implementation Step Details

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**LEA Goals Addressed:** Prepare all students with essential skills to be successful in their future      Strategy #1: Prepare all students for their future

Start	End	Title			Description	Provider	Type	App.
10/1/2018	10/1/2021	Future Preparation			The district's Chapter 339 plan will list district-wide activities in place as well as activities that still need addressed. The plan will then be evaluated each year through effective surveys to determine strengths and weaknesses. This document will be evidence the step has been implemented.	Randy Miller and Cathy Kania	School Entity	Yes
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>			
		Randy Miller	1.0	2	25			

**Knowledge**      Determined amount of student and parent activities in place for college and career preparation.

**Supportive Research**      Based on PSAT, SAT, College Entry, Student and Parent Surveys, Advisory Council Feedback and Fayette Business Education Partnership Committee

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

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.

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

Series of Workshops

**Training Format**

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Joint planning period activities	<b>Evaluation Methods</b>	Participant survey Review of written reports summarizing instructional activity

**LEA Goals Addressed:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. **Strategy #1: Update Curriculum Maps district-wide**

**Start                      End                      Title                      Description**



8/21/2018	8/23/2022	Curriculum Consultation	The district will provide content specific consultation to assist with curriculum audit and update through each department chairperson. The evidence will be a signed consultation contract annually.			
<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Randy Miller	22	4	25	Intermediate Unit #1	IU	Yes

**Knowledge** Accomplished Curriculum Maps fully aligned to the standards

**Supportive Research** PDE SAS

**Designed to Accomplish**

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

<b>Training Format</b>	Series of Workshops		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA

**LEA Goals Addressed:** Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Strategy #1: Complete Assessment Literacy Training**

Start	End	Title	Description
9/24/2019	9/28/2020	Assessment Literacy Training	Staff will complete PDE's six modules of Assessment Literacy at professional development sessions. The evidence will be the completed sessions for staff K-12.

Person Responsible	SH	S	EP	Provider	Type	App.
Randy Miller	3	2	215	Intermediate Unit #1	IU	Yes

**Knowledge** To better understand how to develop effective assessments as well as analyzing each assessment to drive instruction.

**Supportive Research** PDE SAS 6 modules of Assessment Literacy

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

**Training Format** LEA Whole Group Presentation

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<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex  School counselors New Staff	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA	

# District Level Affirmations

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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*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

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

**Affirmed by Melvyn Sepic on 5/2/2018**

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*Board President*

**Affirmed by Jesse Wallace on 5/1/2018**

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*Superintendent/Chief Executive Officer*