

Laurel Highlands SD
Special Education Plan Report
07/01/2014 - 06/30/2017

District Profile

Demographics

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

Planning Committee

Name	Role
Andrea Barchetti	Ed Specialist - School Counselor
Juliann Braddock	Elementary School Teacher - Special Education
Sharon Brenzy	Intermediate Unit Staff Member
Stefanie Coffman	Parent
Patrick Collins	Parent
Barb Crofcheck	Parent
Shannon Cuneo	Intermediate Unit Staff Member
Courtney Gouker	Elementary School Teacher - Special Education
Jason Johns	Administrator
Jacob Just	Secondary School Teacher - Special Education
Matthew Kalich	Administrator
Cathy Kania	Ed Specialist - School Counselor
Patrick Lemansky	Intermediate Unit Staff Member
Jay Precht	Parent
Maureen Riddell	Elementary School Teacher - Special Education
Silverio Rodriguez	Special Education Long-term Substitute
Mike Rozgony	Administrator
Nancy Skobel	Parent
Patience Yocabet	Parent

Core Foundations

Special Education

Special Education Students

Total students identified: 502

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

Not significantly disproportionate.

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?

We do not have any facilities for nonresident students in our district.

Incarcerated Students Oversight

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

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 have recently been trained to utilize diagnostic tools to identify specific skill deficits and implement research based instructional strategies to assist the at-risk student in the general education setting. Our elementary schools are utilizing the RTII process 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. 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 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.

In each building, learning support teachers provide support for students 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, multi-disability 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, therefore an intervention program, entitled Project Forward will be implemented in an attempt to keep more students within their home school. This program is designed to assist 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. The ultimate goal of this program is to retain students in a traditional high school setting rather than send them to an alternative education placement. This program will consist of mentor teachers, students as mentors, and guidance counselors. They will assist at-risk students with their academic challenges as well as engage them in therapeutic activities to promote pro-social behaviors.

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 school-wide positive support, functional behavioral assessments, co-teaching and co-planning, results-based instructional strategies, classroom management, strategies for students with ADHD/ADD, 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 statue 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. The Laurel Highlands School also participates in various pilot initiatives sponsored by PaTTAN. Most recently, we are included in cohort 3 in the PA Student Outcome Transition Survey and the Specialists and Licensed Professionals Effectiveness Mini-Pilot Program.

3) In reviewing data from the State Performance Profile from the last 5 years, we have increased our number of students in regular education 80% or more by 5.6% over the last 5 years. We have not met the state target in the number of students in regular education 40% or less in the last 5 years. However, there has been a decrease of 3% in regular education 40% or less in the last 3 years. 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 also opened an elementary multi-disability support class, 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 emotional support class and an elementary therapeutic emotional support class within two 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.

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.

Service/Resource

Description

(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 trainings.
(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 IEP's, 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	Extended time to complete assignments, use of study guides, limit content to key concepts, modified senior projects, test

method of presentation	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) Adaptions 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

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

The Laurel Highlands School District has adopted Intermediate Unit #1'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.

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 schoolwide 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.

After analyzing our current special education population, an identified gap in services is apparent at the secondary emotional support support placement. The Laurel Highlands School District is currently reviewing our resources to consider adding a secondary emotional support class at the middle school level next year. Looking further in the future, a secondary autistic support class may be necessary for we currently have about 8 students who are in of need that service who are in kindergarten and first grade.

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. 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, multidisability support, and life skills support programs.

We continue to expand the number of inclusion classes offered at the secondary level. Staff throughout the district has seen the benefit of using the various models of co-teaching. Initially, our co-teaching model reflected almost all "one teach/one assist". Our teachers are now becoming more comfortable with methods such as learning stations and parallel teaching. The district plans to continue the focus on developing the co-teaching model 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, students are required to begin a career portfolio starting their 6th grade year, which is maintained until they graduate. This portfolio requires students to complete job shadowing experiences, career research, community service, resume, and a mock interview. This portfolio not only prepares them for the expectations of what is needed post-secondary but also provides them with a functional tool to take with them for future employment. We are proud to report that that after participating in the Indicator 13 cohort training, provided by PaTTAN, we received much praise for our compliance with providing transition activities and designing outstanding transition plans within our IEP's. The Laurel Highlands Special Education Department devised a Transition Activity chart that is used by our staff that was showcased in a webinar presented by PaTTAN. In addition, our counseling

department has been awarded monies from the United Way to implement career counseling and career standards within the classroom.

We provide opportunities for community based instruction for our students. The Laurel Highlands School District works closely with Goodwill, St. Vincent DePaul, our local food bank and Shop and Save. Students are also taken into the community to learn restaurant etiquette at local restaurants and they practice hygiene skills at the YMCA when they go to swim. 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 prior to enrolling in the school district. In addition, we offer a summer school program for incoming kindergarten students to strengthen school readiness skills. 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 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, Reading Master Plus Direct Instruction, and Orton-Gilliamham supplemental materials to address skill deficits. The Reading Counts Program in grades 1-5 is also being implemented in the elementary. The elementary staff and administration are receiving consultation by the Step-By-Step Coaching model. This training focuses on utilizing diagnostic tools to identify reading skill deficits, remediate and progress monitor. Data from GMADE, DIBELS, 4-SIGHT, and the PSSA is used by teachers and administrators to drive instruction. We have noticed significant gains in our primary grades in reading. At mid year 65% of our kindergarten students were at benchmark, 61% of first graders, and 71% of third graders. By identifying skill deficits and implementing researched based instructional strategies, we are addressing more student needs in the regular education environment.

Each year we have added technology to our special education classrooms. Most of our special education classrooms have been equipped with interactive smart boards or Mimio technology. Our teachers have access to clicker response systems and laptop carts. This new 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 goal is to eventually have technology resources in all special education. Our speech teachers are utilizing IPAD's in their therapy sessions to address communication, articulation, and language needs. The district has recently implemented an online portal for parents to be kept up to date on their student's grades and attendance. In addition, the district has recently purchased 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. A functional behavior assessment software package was recently purchased to complete FBA's efficiently and IEP Writer is utilized in developing IEPs.

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.

An intervention program, entitled Project Forward, will be implemented during the 2014-2015 school year. This program is derived from a course initiated from a grant funded by the Pennsylvania Commission on Crime and Delinquency. This curriculum is designed to assist students 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. The ultimate goal of this program is to retain students in the traditional high school setting rather than educating them in alternative education placements. Over the past two school years, out of 22 students who have participated, only 2 dropped out of school and one was placed in an alternative school. Therefore, we hope to continue to see continued success with this 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, co-teaching, and technology. The Laurel Highlands School District has established cooperative relationships with Keystone Learning, Penn State University, Step-By-Step Learning, 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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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Colonial Campus IU#1	Other	TES/PATHS	8
Colonial Campus IU#1	Other	CTES	3
Clellian Heights	Other	Life Skills Support	5
Fayette Area County Career and Technical Institute IU#1	Neighboring School Districts	Life Skills Support	4
Fayette Area County Career and Technical Institute IU#1	Neighboring School Districts	Learning Support	3
Frazier High School	Neighboring School Districts	Autistic Support	1
Uniontown High school	Neighboring School Districts	Life Skills Support	1
Uniontown High School	Neighboring School Districts	Multidisability Support	1
Menallen Elementary	Neighboring School Districts	Autistic Support	1
New Directions	Other	Emotional Support	10
Intermediate Unit #1 Educational Campus at East Franklin	Other	Emotional Support	1
Western PA School for the Deaf	Approved Private Schools	Hearing Support	2
Communities in Schools-Success	Other	Alternative Education/Learning Support	5
Adelphoi Village	Other	Alternative Education/Learning Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hutchinson Elementary J.C.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	7	0.5
Hutchinson Elementary J.C.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	7	0.5

Program Position #2*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hutchinson Elementary K.H.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	11	0.9
Hutchinson Elementary K.H.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	1	0.1

Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hutchinson Elementary T.C.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 10	7	1

Justification: Age range has been addressed in student's IEPs and through age range waivers.

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hutchinson Elementary C.W.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 10	6	1

Justification: Age range has been addressed in student's IEP's and through age range waivers

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clark Elementary C.G.	An Elementary School Building	A building in which General Education programs	Itinerant	Learning Support	6 to 8	11	0.65

		are operated					
Clark Elementary C.G.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	6	0.35

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clark Elementary J.B.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	14	0.9
Clark Elementary J.B.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	2	0.1

Program Position #7*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clark/Hutchinson Elementary P.N.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	49	1

Justification: Caseload age range exceeds age requirement, however, classroom age range does not.

Program Position #8*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clark Elementary/INH M.R.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	4	0.65
Clark Elementary/INH M.R.	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	13 to 17	2	0.35

Justification: Caseload age range exceeds age requirement, however, classroom age range does not.

Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Marshall Elementary S.T	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	7	0.65
Marshall Elementary S.T.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	4	0.35

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Marshall Elementary S.G.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 10	10	0.85
Justification: Caseload age range exceeds age requirement, however, classroom age range does not.							
Marshall Elementary S.G.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	2	0.15

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Marshall Elementary J.H.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	46	1
Justification: Caseload Age Range exceeds age requirement, however, classroom age range does not.							

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Middle School A.G.	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	15	0.85
Middle School A.G.	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	3	0.15

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School J.S.	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	12	0.7
Middle School J.S.	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	5	0.3

Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School A.Goodwin	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	11	0.6
Middle school A. Goodwin	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	7	0.4

Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School M.M.	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	11	0.7
Middle School M.M.	A Middle School	A building in which General	Supplemental (Less Than 80%	Learning Support	11 to 13	5	0.3

	Building	Education programs are operated	but More Than 20%)				
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Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School P.Z	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	14	0.75
Middle School P.Z.	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	4	0.25

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School E.M	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	11 to 13	4	0.8
Middle School E.M	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	2	0.2

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hatfield/Middle School S.T	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	39	1

Justification: Caseload age range exceeds age requirement, however, classroom age range does not.

Program Position #19*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School M.C.	A Senior	A building in	Itinerant	Learning	14 to	7	0.6

	High School Building	which General Education programs are operated		Support	17		
High School M.C.	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	5	0.4

Program Position #20*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School D.C.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	7	0.55
High School D.C.	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	6	0.45

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School J.J.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	8	0.6
High School J.J.	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	5	0.4

Program Position #22*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School M.F.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	8	0.6
High School M.F.	A Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	5	0.4

		operated					
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Program Position #23*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School B.M	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	12	0.85
High School B.M.	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	2	0.15

Program Position #24*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School B.D.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	7	0.65
High School B.D.	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	4	0.35

Program Position #25*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School R.L.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	8	0.6
High School R.L.	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	5	0.4

Program Position #26*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
High School C.C.	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 17	4	1

Program Position #27*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hatfield JF	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	8	0.75
Hatfield JF	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	3	0.25

Program Position #28*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hatfield AP	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	8	0.7
Hatfield AP	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	4	0.3

Program Position #29*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FCCTI/Colonial Campus/ M.B.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 18	4	0.01
Justification: Caseload age range exceeds age range requirement, however, classroom age range does not.							
Menallen Elementary	An Elementary	A building in which General	Itinerant	Speech and Language	6 to 6	1	0.01

	School Building	Education programs are operated		Support			
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Program Position #30*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Laurel Highlands High School K.B.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 18	7	0.11
Hutchinson/New Directions/INH K.B.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 14	15	0.3

Justification: Caseload exceeds age range requirement, however, classroom age range does not.

Program Position #31*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hutchinson S.N	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.01
High School S.N	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 17	4	0.01

Justification: Caseload is greater than 1 because she has 4 students within the same building that she provides itinerant services.

Program Position #32*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	17 to 17	1	0.3

Program Position #33*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Marshall Elementary S.T	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	7 to 9	1	0.04
High School S.T.	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	15 to 16	1	0.16

Program Position #34*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hutchinson Elementary A.S	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	6 to 10	3	0.08
Justification: Caseload exceeds age range requirement, however, classroom age range does not.							
Middle School A.S.	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	11 to 13	2	0.05
High School A.S.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	14 to 17	6	0.2
Clark A.S.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 10	1	0.01

Program Position #35*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Marshall Elementary MDS	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	5 to 9	3	0.7
Justification: Age Range has been addressed in students IEP's and through age range waivers.							
Marshall Elementary MDS	An Elementary School	A building in which General	Supplemental (Less Than 80% but More	Multiple Disabilities Support	5 to 9	2	0.3

	Building	Education programs are operated	Than 20%)				
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Justification: Age range has been addressed in student's IEP's and through age range waivers.

Program Position #36

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FCCTI M.B.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 17	3	0.05

Justification: Caseload age range exceeds age requirement, however, classroom age range does not.

IU#1 Campus at Colonial MB	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 11	1	0.01
Menallen Elementary School MB	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 7	1	0.01

Program Position #37

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
INH/ Laurel Highlands High School K.B	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 17	7	0.16
Hutchinson Ele./New Directions KB	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	14	0.25

Justification: Caseload age range exceeds age requirement, however, classroom age range does not.

Program Position #38

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hutchinson Elementary S.N.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.01

Laurel Highlands High School S.N.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 17	4	0.13
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Program Position #39*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Marshall Elementary S.T	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	7 to 7	1	0.04
Laurel Highlands High School S.T.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 15	1	0.16

Program Position #40*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Laurel Highlands High School K.D.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	17 to 17	1	0.3

Program Position #41*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hutchinson/Clark Elementary A.S.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	6 to 10	4	0.11
Justification: Caseload age range exceeds age requirement, however, classroom age range does not.							
Laurel Highlands High School/ INH	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	14 to 17	6	0.2
Laurel Highlands Middle School A.S.	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	12 to 13	2	0.05

Program Position #42*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Marshall Elementary J.R.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 10	3	0.5
Marshall Elementary J.R.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 7	1	0.15
Marshall Elementary J.R.	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	6 to 8	2	0.35

Program Position #43*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hatfield Elementary A.A.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 8	1	0.25
Hatfield Elementary A.A.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 7	1	0.25
Hatfield Elementary A.A.	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 6	3	0.5

Program Position #44*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clark Elementary TES G.K.	An Elementary School Building	A building in which General Education	Full-Time Special Education Class	Emotional Support	6 to 8	4	0.8

		programs are operated					
Clark Elementary TES G.K.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 8	1	0.2

Program Position #45*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clark Elementary TES J.P.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 11	1	0.2
Clark Elementary TES J.P..	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	3	0.6
Clark Elementary TES J.P.	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	9 to 10	1	0.2

Program Position #46*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School/Middle School C.L.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 17	13	0.7
High School/Middle School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	5	0.3

Special Education Support Services

Support Service	Location	Teacher FTE
Transition Coordinator	Laurel Highlands Senior High	0.7

	School	
Transition Coordinator	Laurel Highlands Middle School	0.3
Classroom Aides	Various Buildings	4
Personal Care Aides	Various Buildings	39
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 S.B.	Intermediate Unit	5 Days
Social Worker S.C	Intermediate Unit	5 Days
Social Worker N.S	Intermediate Unit	2 Days
Occupational Therapists	Intermediate Unit	5 Days
Physical Therapists	Intermediate Unit	5 Days
Interpreters	Intermediate Unit	5 Days
Psychiatric Services	Intermediate Unit	0.5 Hours
Local Assistive Technology Consultant	Intermediate Unit	1 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Staff and parents will obtain additional resources to address the needs of students with Autism. Autism specialists will provide consultation services for individual students or groups of students. Targeted staff will attend trainings during our In-service days and/or attend workshops presented by our local Intermediate Unit.
Person Responsible	LEA
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	4
# of Participants Per Session	100
Provider	Autism Speaks
Provider Type	Non-profit Organization
PDE Approved	No
Knowledge Gain	The participants will gain an understanding of Autism and demystification of Autism Spectrum Disorder.
Research & Best Practices Base	Participants will learn research based strategies and implement them with students.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Behavior Support

Description	Staff will be provided with continual refreshers on deescalation techniques. Training and consultation in positive behavior support strategies will be provided.
Person Responsible	LEA
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	4.0
# of Sessions	2
# of Participants Per Session	300
Provider	Variety
Provider Type	Variety of sources including IU#1, PaTTAN, Keystone Learning Consultants
PDE Approved	No
Knowledge Gain	Staff will gain knowledge of positive deescalation techniques. Teachers will learn strategies that support effective classroom management.
Research & Best Practices Base	All strategies presented will be research based.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation

	<p>Series of Workshops School Whole Group Presentation Department Focused Presentation Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Creating lessons to meet varied student learning styles Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey</p>

Paraprofessional

Description	All paraprofessionals will will be trained for at least 20 hours of professional development per year with topics to include: CPR/First Aid/AED, Positive Behavior Support, Confidentiality, and Role of the paraprofessional in the instructional setting.
Person Responsible	LEA
Start Date	7/1/2014
End Date	6/30/2017

Program Area(s)	Special Education, Student Services
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Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	47
Provider	Laurel Highlands School District, IU#1, PaTTAN
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Paraprofessionals will gain a heightened knowledge in working effectively with students and other staff members.
Research & Best Practices Base	All strategies taught and implemented will be research based.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Department Focused Presentation</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</p>

Evaluation Methods	<p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p> <p>Documentation will continue to be kept to ensure that all paraprofessionals in the District receive the required 20 hours of professional development per year.</p>

Reading NCLB #1

Description	<p>Training on Common Core Standards to all teachers within the school district.</p> <p>Continued data team meetings to ensure students are demonstrating increased academic achievement.</p>
Person Responsible	LEA
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	8
# of Participants Per Session	50
Provider	Step-By-Step Learning Consultants
Provider Type	For Profit Company
PDE Approved	No
Knowledge Gain	<p>The participants will gain knowledge and updates of evidence based strategies pertaining to teaching reading according to the common core standards.</p>
Research & Best Practices Base	Teaches will implement these research strategies within the classroom.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>

	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p>

	Standardized student assessment data other than the PSSA Classroom student assessment data
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Transition

Description	Staff will be trained in transition related topics such as Indicator 13, and community based instruction.
Person Responsible	LEA
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	45
Provider	IU#1, PaTTAN, LHSD
Provider Type	IU
PDE Approved	No
Knowledge Gain	Special Education Staff will increase their working knowledge of transition related topics.
Research & Best Practices Base	All strategies taught and implemented will be researched based.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking	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

leadership roles	standards. Instructs the leader in managing resources for effective results.
Training Format	Department Focused Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

Special Education Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Chief School Administrator