

Laurel Highlands SD

Special Education Plan Report

07/01/2018 - 06/30/2021

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
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
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
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
Joanne Savini	High School Teacher - Regular Education : Special 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
Jayme Sucevic	Middle School Teacher - Special Education : Special Education
Lori DiCenzo	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

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 are significantly above the state average. There is a statistically disproportionality in identification rates for students with disabilities. The district is following 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. IEP's are adopted upon enrollment and new NOREP's 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 extracurricular 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, and 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 Characteristics 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 Title1 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.

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 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 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 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 de-escalation 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 schoolwide 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 schoolwide 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 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 has 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 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 is continually trained on utilizing diagnostic tools to identify reading skill deficits, remediate and progress monitor. Data from the CDT's DIBELS, and the PSSA, 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 worksheets, 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 iPads, desktop computers for student access, interactive smart boards or Mimio 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 iPads 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 connects 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, and 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 plans).

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 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

Special Education Assurances

No policies or procedures have been identified.

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	2

		Support	
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

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: October 1, 2015

Reason for the proposed change: Change in caseload this school year

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

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: October 1, 2015

Reason for the proposed change: Change in caseload for this school year

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

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: August 29, 2016

Reason for the proposed change: We had to close a third grade and open another Kindergarten class. We want to keep all of the Kindergarten classrooms together.

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

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: October 1, 2015

Reason for the proposed change: Updating caseloads

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

Operator: School District

PROGRAM DETAILS*Type: Class**Implementation Date: October 1, 2015**Reason for the proposed change: Updating caseloads***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	11	0.4
Locations:				
Clark Elementary C.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	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*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: October 1, 2015**Reason for the proposed change: Updated caseload***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*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: October 1, 2015**Reason for the proposed change: Update Caseload***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*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* October 1, 2015*Reason for the proposed change:* Update Caseload**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*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* October 1, 2015*Reason for the proposed change:* Updated caseload**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*Operator:* School District**PROGRAM DETAILS***Type:* Class

Implementation Date: August 24, 2015

Reason for the proposed change: This change was due to moving the MDS classroom to a bigger room, which was the old Kindergarten room. The Kindergarten room is being moved to 106. This learning support classroom is being moved into the old MDS classroom.

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 DETAILS

Type:

Implementation Date:

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

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: October 1, 2015

Reason for the proposed change: Updated Caseload

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*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* October 1, 2015*Reason for the proposed change:* Updated Caseload**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*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* October 1, 2015*Reason for the proposed change:* Updated Caseload**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	A building in which General		

	Building	Education programs are operated		
--	----------	---------------------------------	--	--

Program Position #15*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: October 1, 2015**Reason for the proposed change: Updated Caseload***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*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: October 1, 2015**Reason for the proposed change: Updated Caseload***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*Operator: School District***PROGRAM DETAILS***Type: Class*

Implementation Date: October 1, 2015

Reason for the proposed change: Updated Caseload

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

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: October 1, 2015

Reason for the proposed change: Updated Caseload

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

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: October 1, 2015

Reason for the proposed change: Updated Caseloads

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

Operator: School District

PROGRAM DETAILS*Type: Class**Implementation Date: October 1, 2015**Reason for the proposed change: Updated Caseload***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*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: October 1, 2015**Reason for the proposed change: Updated Caseload***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 DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* October 1, 2015*Reason for the proposed change:* Updated Caseload**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*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* October 1, 2015*Reason for the proposed change:* Updated Caseload**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		

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*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: October 1, 2015**Reason for the proposed change: Updated Caseload***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*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: October 1, 2015**Reason for the proposed change: Updated Caseload***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 student's 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*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 25, 2014**Reason for the proposed change: The need to add an additional room.***PROGRAM SEGMENTS**

Type of	Level of Support	Age Range	Caseload	FTE
---------	------------------	-----------	----------	-----

Support				
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*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* The need for additional space.**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*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 24, 2015*Reason for the proposed change:* Update Caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 9	3	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*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 24, 2015*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 17	4	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*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* October 1, 2015*Reason for the proposed change:* Updating caseload**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 Eel/INH KB	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2017*Reason for the proposed change:* All students are Supplemental. No Full time students.**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*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* October 1, 2015*Reason for the proposed change:* Update caseload**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*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* October 1, 2015*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Emotional Support	9 to 11	5	0.4

but More Than 20%)				
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*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* October 1, 2015*Reason for the proposed change:* Updated Caseload**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*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* October 1, 2015*Reason for the proposed change:* Updated caseload**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*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 28, 2017***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		
Marshall SD	An Elementary School Building	A building in which General Education programs are operated		

Advisor: Patti Haglund Action: Request Revision

Comments: Additional revision needed as requested by school district.

Division Chief: Amy Deluca Action: Request Revision

Comments: Additional revision needed as requested by school district.

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

District Level Plan

Special Education Personnel Development

Autism

Description	<p>The district currently educates 48 students with Autism in an array of programs from regular education classrooms to center-based programs.</p> <p>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.</p>
Person Responsible	LEA
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	100
Provider	Laurel Highlands School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	The district will build internal capacity to address student needs. As staff become more knowledgeable and experienced with the autism diagnosis, students with autism will be mainstreamed more frequently into regular education environments.
Research & Best Practices Base	Participants will learn research based strategies and implement them with students.
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</p>

	effective practice, with attention given to interventions for struggling students.
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.
Training Format	LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation Online-Asynchronous Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA

	Classroom student assessment data
--	-----------------------------------

Behavior Support

Description	Discipline data will be reviewed annually. Staff will be provided with continual refreshers on de-escalation techniques. Administration will receive training on discipline procedures as outlined by Chapter 14. Training and consultation in positive behavior support strategies will be provided.
Person Responsible	LEA
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	5
# of Participants Per Session	300
Provider	Variety
Provider Type	Variety of sources including IU#1, PaTTAN, Keystone Learning Consultants, and district
PDE Approved	No
Knowledge Gain	Staff will gain knowledge of positive de-escalation 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	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. Empowers educators to work effectively with parents and community partners.

<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<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>
<p>Training Format</p>	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Offsite Conferences</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles Lesson modeling with mentoring</p>
<p>Evaluation Methods</p>	<p>Participant survey Student Discipline Data</p>

--	--

Paraprofessional

Description	All paraprofessionals 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	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	45
Provider	Laurel Highlands School District, IU#1, PaTTAN
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Paraprofessionals will gain a heightened knowledge in working effectively with students and other staff members by receiving training on Federal and State Special Education Laws. Paraprofessionals will also gain knowledge in CPR and First Aid Certification and De-escalation Strategies.
Research & Best Practices Base	All strategies taught and implemented will be research based.
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>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	LEA Whole Group Presentation Department Focused Presentation
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	District Data
Evaluation Methods	Participant survey Documentation will continue to be kept to ensure that all paraprofessionals in the District receive the required 20 hours of professional development per year.

Reading NCLB #1

Description	The district will continue to provide training on differentiated Instruction in reading as well as strategies for non-Proficient readers. Curriculum and IEP goals will be aligned to common core standards.
Person Responsible	LEA
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	8
# of Participants Per Session	50
Provider	District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	The participants will gain knowledge and updates of evidence based

	strategies pertaining to teaching reading according to the common core standards.
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> <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 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>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Other educational specialists</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>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Transition

Description	Staff will be trained in transition related topics such as Indicator 13, and community based instruction. The district will analyze the previous year's data collected through students' family/interview and determine additional needs to be addressed through special education programming.
Person Responsible	LEA
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	45
Provider	IU#1, PaTTAN, LHSD
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Special Education Staff will increase their working knowledge of transition related topics and exiting students will be better prepared for the workforce and post-secondary life.
Research & Best Practices Base	All strategies taught and implemented will be researched based.
For classroom teachers, school	Enhances the educator's content knowledge in the area of

counselors and education specialists	<p>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>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops Department Focused Presentation Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Other educational specialists 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>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 Student Career Portfolio</p>
Evaluation Methods	<p>Participant survey Review of written reports summarizing instructional activity Portfolio</p>

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer