

Hempfield SD

**District Level Plan**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

200 Church St  
Landisville, PA 17538  
(717)898-5560  
Superintendent: Christopher Adams  
Director of Special Education: Denise Galen

## Planning Process

Comprehensive planning for this next cycle of strategic work commenced in the summer of 2017, with principals preparing to guide their respective buildings through school-wide improvement planning using a modified version of the school-based comprehensive planning tool. By October of 2017, each school in our district had identified areas of strength and concern, prioritized areas that needed improvement, developed action plans to address the areas of concern, and implemented actions at the building level. Each plan was shared with the assistant superintendent in charge of supervising principals; the assistant superintendent and principals revisited these plans regularly during goal meetings throughout the year to discuss the status of action step implementation with a focus on progress monitoring and adjustments to actions as the year unfolded. Also in the fall of 2017, the Director of Special Education convened a process involving internal and external stakeholders to complete the portion of comprehensive planning related to Special Education, given that this aspect of the Comprehensive Plan needed to be presented to the Board in the spring and submitted to the state in May, 2018.

In the spring of 2018, the assistant superintendent convened a district level steering committee comprised of educators from across the system as well as board members, parents, business community representatives, and students. This committee met during four evenings between May and September; in addition to working through a series of steps to refine the district mission and vision statements and update the district's shared value statements and description of the educational community, this team also functioned as the professional development subcommittee for the planning process. During the four months the group was active, the committee responded to questions related to curriculum development, instructional practices, technology integration, strategies focused on improving communication and partnerships between home and school, operational excellence and contributed to the district administration suggestions for actions steps related to professional development needs to be addressed in this next round of comprehensive planning.

During the summer of 2018, building principals reviewed the 2018 state and other district-approved assessment results from the 2017-2018 school year in preparation for the next round of school-based improvement planning, which was completed in each building during August, September and October. The district administration analyzed the SWIP plans developed for 2018-19 school year. Additionally, all district professional staff were surveyed in the spring of 2018 to determine perceived professional development needs for the coming year and beyond – data from this survey were factored into professional development action planning, along with suggestions from individual school improvement plans and the input provided by the comprehensive steering committee that also functioned as the professional development committee. Furthermore, members of the district administration convened groups of stakeholders throughout the summer of 2018 to develop strategies and action steps to address the goals of our Comprehensive Plan.

The Comprehensive Plan draft was presented to the HSD Board of School Directors on Tuesday, October 9, 2018 and was made available for public viewing in the district and the Mountville Public Library on October 10, 2018. The Board voted to approve the Comprehensive Plan on Tuesday, November 13, 2018 at the regular voting meeting.

## **Mission Statement**

### **Hempfield School District Mission:**

*To provide safe environments, experiences, and opportunities that inspire all students to become lifelong learners and contributing citizens in all aspects of their lives.*

## **Vision Statement**

### **Hempfield School District Vision:**

*Personal growth, achievement, and success for everyone!*

## **Shared Values**

### **The Hempfield School District believes that effective schools:**

- Build on a foundation of trust and honest communication
- Create safe, caring, inclusive, and learner focused environments
- Value and celebrate diversity as a source of pride and strength
- Foster high expectations and supports for growth and success
- Provide opportunities that are responsive to the academic, social, emotional, and physical needs of the learners
- Embrace innovative thinking and techniques to prepare learners for their future
- Partner with community stakeholders to prepare learners for their future
- Use data/evidence to make thoughtful, effective, and timely decisions
- Employ dedicated, passionate, and transformational leaders

## **Educational Community**

Hempfield School District is a 44.2 square mile, suburban community situated five miles west of the city of Lancaster and approximately 30 miles southeast of Harrisburg, Pennsylvania's state capital. Steeped in Lancaster County origins that date Hempfield to 1729, the district is comprised of two townships, East Hempfield and West Hempfield, and two boroughs, East Petersburg and Mountville. More than 46,000 residents live in Hempfield School District and approximately 7,000 students attend one of seven elementary schools, two middle schools, and one high school.

From small town railroad crossings to commercial shopping centers and great expanses of farmland, Hempfield's geography attracts a diverse workforce, creating a community with a rich blend of agricultural, industrial, commercial, and professional backgrounds. Populating the spaces between farmland are desirable housing opportunities for families and senior citizens that include rental apartments and townhouses, multi-family duplexes, single family and luxury homes, and retirement communities. Major area employment opportunities include the Hempfield School District, health care facilities, retirement communities, and multiple manufacturing, technology and distribution companies. Business and industry continue to thrive and are attracted to the area by its proximity to major metropolitan areas and freeways to accommodate product distribution.

The school district and community are proud of the course offerings and high quality teaching and learning available to students in both face-to-face and online settings. There is great pride in the district commitment to the arts, interscholastic, extracurricular, and altruistic opportunities available to students. Hempfield School District utilizes an ongoing curriculum review and revision process to ensure that we are constantly updating our service to students. We provide experiences and opportunities for Hempfield students to be socially, emotionally, and physically healthy while developing their passions and talents in a variety of areas. All of these experiences and opportunities assist in our focus of graduating students who are college and career ready, lifelong learners and contributing citizens in their lives.

Hempfield students generally score significantly above the mean on state and national assessments and we annually graduate 90% of our students. Based on student survey data from the class of 2018, the following are the anticipated post high school plans for the 490 seniors who took the survey.

- 63.1% - attending a 4-year college
- 13.1% - attending a 2-year college
- 11.6% - full-time employment and not attending college
- 3.5% - military enlistment
- 2.4% - attending a certificate program
- 2.4% - part-time employment and not attending college
- 1.8% - taking a gap year
- 2.0% - other

Our district celebrates an increasingly diverse student population representative of 42 countries and 37 world languages. Student needs have grown in the following areas:

- 8% receive gifted education support,
- 18% qualify for special education services,
- 4% are supported as English Learners (ELs), and
- 31% are economically disadvantaged.

In the 2015-2016 school year, the Hempfield School District embarked on a 1:1 teaching and learning initiative to put a digital device in every student's hand within a five-year timeframe. As a school system, the Hempfield School District embraces the responsibility and challenge of personalizing learning for all children so that they are prepared

with the knowledge and skills needed to thrive in their future, no matter what path they choose to take. Beginning in 2018-2019, all learners K-12 will have equal access to digital learning tools to transform teaching and learning in the classroom and extend learning experiences beyond the classroom.

Ongoing growth, achievement, and success is dependent upon the school board, staff, families and a community that displays an awareness, understanding and commitment to this vision. By striving to achieve this goal, Hempfield School District encourages each student to become a contributing member of their community. Local pride in the public-school system is a significant strength and our schools are the beneficiaries of strong support provided by the Hempfield community.

## Planning Committee

Name	Role
Christopher Adams	Administrator : Professional Education
Michael Bromirski	Administrator : Professional Education
Dan Forry	Administrator : Professional Education
Meredith Goodrich	Administrator : Special Education
Chad Pellman	Administrator : Special Education
Shannon Zimmerman	Administrator : Professional Education
Mike Donato	Board Member : Professional Education
Linda Johnston	Board Member : Professional Education
Grant Keener	Board Member : Professional Education
Charles Merris	Board Member : Professional Education
Brendan Cregan	Building Principal : Professional Education
Jim Dague	Building Principal : Professional Education
Maria Hoover	Building Principal : Professional Education
Lisa Mumma	Building Principal : Professional Education
Roger Brubaker	Business Representative : Professional Education
Connie Buckwalter	Business Representative : Professional Education
LuAnn Bicevskis	Community Representative : Professional Education
Steve Buterbaugh	Community Representative : Professional Education
Alan Mudrick	Ed Specialist - Other : Professional Education
Mike Mylin	Ed Specialist - Other : Professional Education
Zahid Virmani	Ed Specialist - Other
Rosemarie Zorrilla	Ed Specialist - Other : Professional Education
Melissa Boas	Ed Specialist - School Counselor : Professional Education

Kristina Stroh	Ed Specialist - School Psychologist : Special Education
Rik Appleby	Elementary School Teacher - Regular Education : Professional Education
Danielle Bowers	Elementary School Teacher - Regular Education : Professional Education
Cheryl Cellucci	Elementary School Teacher - Regular Education : Professional Education
Shannon Hess	Elementary School Teacher - Regular Education : Special Education
Kim McCabe	Elementary School Teacher - Special Education : Special Education
Nela Breitzkreutz	High School Teacher - Regular Education : Professional Education
Kate Hough	High School Teacher - Regular Education : Professional Education
Marie Bolettieri	Middle School Teacher - Regular Education : Professional Education
Paul Juba	Middle School Teacher - Regular Education : Professional Education
Michelle Adams	Parent : Professional Education
Kim Barden	Parent : Professional Education
Margaret Serrano	Parent : Special Education
Wendy Wernoch	Parent : Professional Education
Liz White-Monos	Parent : Professional Education
Denise Galen	Special Education Director/Specialist : Professional Education Special Education
Cora Cook	Student : Professional Education
Darryl Gordon	Student : Professional Education
Andrew Jordan	Student : Professional Education
Hiwot Wisotskey	Student : Professional Education
Drue Feilmeier	Student Curriculum Director/Specialist : Professional Education
Tab Musser	Student Services Director/Specialist : Professional Education Special Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

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

Science and Technical Subjects		
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

*This narrative is empty.*

### **Middle Level**

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

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



*This narrative is empty.*

### High School Level

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

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

*This narrative is empty.*

### Adaptations

#### Elementary Education-Primary Level

*Checked answers*

- Arts and Humanities

*Unchecked answers*

*None.*

#### Elementary Education-Intermediate Level

*Checked answers*

- Arts and Humanities

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

- Arts and Humanities

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

- Arts and Humanities

*Unchecked answers*

*None.*

Explanation for any standards checked:

The Hempfield School District has aligned its written curriculum with Pennsylvania's thirteen sets of standards for academic achievement, including the PA Core Standards for mathematics and English/Language Arts (K-12). We have not developed additional standards nor attempted to improve the standards as we believe it is essential that we are well aligned with the standards as presented by the state, particularly in areas that are evaluated via the use of state assessments. In the areas of art, music and world languages, our teachers have also used their national standards to compliment, expand, and/or clarify grade-appropriate big ideas, concepts, and competences.

## **Curriculum**

### ***Planned Instruction***

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

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

Processes used to ensure Accomplishment:

In the Spring of 2010, the HSD Board of School Directors approved a six-year Curriculum Audit and Revision Cycle. The cycle is designed to strengthen standards aligned systems at the district, school, grade/course, classroom and individual student levels. While this cycle is nimble and flexible so that we are able to be responsive to PDE mandates, it does provide for an equitable dissemination of time and fiscal

resources to keep our academic programs in a continuous improvement mode. We are currently functioning in the second round of this 6-year cycle and have refined its processes as a result of lessons learned during Round 1.

HSD continues to use the Understanding by Design (UbD) framework for thinking about and documenting our standards-aligned, written curriculum. Academic departments have created graphic organizers of common, standards-aligned, units of study for all students, in all subject areas, and in all grades and courses. Lesson topics and an approximate time allocation for each unit is noted as well. These "Year-at-a-Glance" documents (YAGs) are posted on our internal curriculum SharePoint site for easy access by all HSD staff members. We also post them on our public website so families and community members have easy access to this information anytime and anywhere.

UbD Stage 1 (Learning Goals) requires that teachers clearly articulate what the standards indicate students need to know, understand, and be able to do by the end of a given grade or course. We use unit know-understand-do charts (unit KUDs) to clearly articulate the big ideas, concepts and competencies expected to be mastered by the end of a given unit of study. Due to the nature of the cycle, all unit KUD Charts created during Round 1 are continuously refined as subject areas work through Round 2 of the cycle.

UbD Stage 2 (Assessment) is an ongoing focus. We celebrate the creation and use of over 2,600 end-of-unit, common, summative assessments for students in Kindergarten through grade 12 with two versions for each unit in grades 3 – 12 so that we can implement our retest/redo guidelines with fidelity. These assessments have been designed to mirror the format and rigor of the PSSA and Keystone exams. Local data, collection, analysis and response protocols are used to drive future decisions.

UbD Stage 3 (Instruction) is our current focus. Over the past three years, HSD has converted to a 1:1 teaching and learning environment. Therefore, our focus has been and continues to be on transforming the learning experiences students are invited into throughout the year and ensuring the use of intentional formative assessment strategies to drive instructional decisions. In addition, the selection of a greater variety of aligned teaching materials/resources adds to the synergy of the learning environment and outcomes. Over the past many years, instructional leaders have engaged in professional learning on writing and using essential questions, ensuring intentional and targeted teaching, and the importance of prior unit and lesson planning when considering technological tool selection and use. All elementary teachers continue to be trained in the use of the Reading and Writing Workshop models. A program called *FUNDations* has been implemented in Kindergarten and grade 1 to ensure the building of foundational literacy skills.

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

In the spring of 2010, the HSD Board of School Directors approved a 6-year Curriculum Audit and Revision Cycle. The cycle is designed to strengthen standards aligned systems at the district, school, grade/course, classroom and individual student levels. While this cycle is nimble and flexible so that we are able to be responsive to PDE mandates, it does provide for an equitable dissemination of time and fiscal resources to keep our academic programs in a continuous improvement mode. We are currently functioning in the second round of this six-year cycle and have refined its processes as a result of lessons learned during Round 1.

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UbD Stage 1 (Learning Goals) requires that teachers clearly articulate what the standards indicate students need to know, understand, and be able to do by the end of a given grade or course. We use unit know-understand-do charts (unit KUDs) to clearly articulate the big ideas, concepts and competencies expected to be mastered by the end of a given unit of study. Due to the nature of the cycle, all unit KUD Charts created during Round 1 are continuously refined as subject areas work through Round 2 of the cycle.

UbD Stage 2 (Assessment) is an ongoing focus. We celebrate the creation and use of over 2,600 end-of-unit, common, summative assessments for students in Kindergarten through grade 12 with two versions for each unit in grades 3 – 12 so that we can implement our retest/redos guidelines with fidelity. These assessments have been designed to mirror the format and rigor of the PSSA and Keystone exams. Local data, collection, analysis and response protocols are used to drive future decisions.

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

*This narrative is empty.*

### **Middle Level**

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

#### Processes used to ensure Accomplishment:

In the spring of 2010, the HSD Board of School Directors approved a six-year Curriculum Audit and Revision Cycle. The cycle is designed to strengthen standards aligned systems at the district, school, grade/course, classroom and individual student levels. While this cycle is nimble and flexible so that we are able to be responsive to PDE mandates, it does provide for an equitable dissemination of time and fiscal resources to keep our academic programs in a continuous improvement mode. We are currently functioning in the second round of this six-year cycle and have refined its processes as a result of lessons learned during Round 1.

HSD continues to use the Understanding by Design (UbD) framework for thinking about and documenting our standards-aligned, written curriculum. Academic departments have created graphic organizers of common, standards-aligned, units of study for all students, in all subject areas, and in all grades and courses. Lesson topics and an approximate time allocation for each unit is noted as well. These "Year-at-a-Glance" documents (YAGs) are posted on our internal curriculum SharePoint site for easy access by all HSD staff members. We also post them on our public website so families and community members have easy access to this information anytime and anywhere.

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

*This narrative is empty.*

#### High School Level

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

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing
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Processes used to ensure Accomplishment:

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

*This narrative is empty.*

## ***Modification and Accommodations***

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

All students at Hempfield School District have access to the rigorous general education curriculum. For some students they may need accommodations or even modifications in order to access this material. Students needing accommodations are afforded those through various means: Differentiated Instruction as a result of Best Practice, 504 Accommodation Plan or an Individualized Education Plan (IEP). A student's

educational team determines what accommodations are necessary to ensure that the student is able to access the curriculum and demonstrate knowledge of learned material despite their mental or physical needs. These accommodations do not change the expectations within the curriculum, but level the playing field. When a student requires modified instruction, the educational team for this student determines that the expectations for this student need to be different than that of their peers. The IEP team will provide goals and objectives to challenge the student in the areas identified as requiring modification in order to meet the student's mental and/or physical needs.

## Instruction

### *Instructional Strategies*

#### *Checked Answers*

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

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Not Reviewed

##### *Unchecked Answers*

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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

The Hempfield School District adheres to a comprehensive Differentiated Supervision for Professional Development and Accountability (DSPDA) Plan – this plan is reviewed annually and aligns with PDE's Educator Effectiveness System (EES). Principals and/or department supervisors complete a minimum of two formal observations within a clinical supervision model for every non-tenured teacher in our system. Tenured teachers cycle back to the clinical supervision process every fourth year and are observed formerly at least once during the clinical supervision year. During the other three years, tenured teachers, under the supervision of their principal and with guidance from department supervisors, select and complete a self-directed, differentiated supervisory option (either Peer Coaching or Action Research/Self-Directed Project) over the course of the year. During these years, teachers are responsible for producing documentation and collecting artifacts for periodic review by their supervising administrator; professional staff may be formally observed by either the department supervisor or principal, at either the discretion of the administrator or the request of the professional. All tools used in the supervision process are district designed and based on the Danielson Framework for Teaching (our district has been using versions of this framework for more than 13 years as the basis for its supervision and evaluation processes). Regardless of the portion of the differentiated supervision cycle to which professional staff are assigned in a given year, principals and department supervisors complete a minimum of two informal walk-throughs per semester for each professional. The walk-through tool is district designed and focused around the components of Danielson's Framework for Teaching. Non-tenured teachers are evaluated at the conclusion of each semester using the PDE 82-1 Rating Form;



tenured teachers are rated using this tool at the conclusion of the year. Non-teaching professionals are rated with the PDE 82-3 Rating Form. Principals are rated using the PDE 82-2 Rating Form. Teachers have access to literacy-focused coaching in each of our elementary buildings. This coaching is provided by lead reading specialists who split their time between coaching duties and working with a reduced caseload of students requiring interventions beyond core instruction and classroom-based interventions provided by teachers. Additionally, teachers across the entire K-12 system have access to instructional technology specialists who assist teachers with planning and implementing instructional best practices that promote the effective use of technology to enhance and improve instruction and opportunities for learning for all students.

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

Although the Hempfield School District does not regularly review teachers' lesson plans (and has no immediate plan to do so), principals and department supervisors review teacher lesson plans as part of the formal observation process – this is built into our clinical supervision model. Additionally, our principals and department supervisors inspect lesson plans as part of the walk-throughs conducted with teachers. Finally, teachers are required to prepare in advance (and produce upon request) at least three days worth of lesson plans, understanding that best practice suggests that plans may need to be modified based on the unique needs demonstrated by students as the instruction and formative assessment plan is implemented over the course of any given week.

### *Responsiveness to Student Needs*

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

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

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

*This narrative is empty.*

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

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in



	50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

*This narrative is empty.*

### Middle Level

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

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

*This narrative is empty.*

### High School Level

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

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

*This narrative is empty.*

## Recruitment

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

The Hempfield School District employs a research-based, comprehensive process for recruiting and hiring the most qualified professionals available. Given our district's excellent reputation in the region, we are normally blessed with a large pool of candidates for any positions we have a need to fill. Our HR department completes an initial screening of all applicants for positions, ensuring that each meets the minimum requirements for the position posted. Our administrators then work as members in ad hoc teams, based on position needs and the respective expertise of each administrator, to complete a more in-depth screening of candidates for the purpose of selecting individuals to be interviewed. A minimum of two rounds of interviews are conducted for every professional position to be filled, with the second interview for teachers requiring the completion of a lesson planning exercise that is integrated into the interview experience. Members of the interview team use rubric-based evaluation tools (based on the work of Dr. Stronge from the College of William and Mary) to rate each candidate; these evaluations then serve as the basis for discussion and selection of candidates to fill positions. Reference checks are performed on all candidates prior to their presentation to the Board of School Directors for approval. Once approved, new teachers participate in a two-year induction program that meets or exceeds the requirements of PDE for the induction of staff new to the district or profession.

At Hempfield, 100% of our teaching staff are certified to teach the subjects they are teaching. That being said, our department supervisors work in close concert with building principals to ensure that our most at-risk students are assigned to teachers who demonstrate both the expertise and seasoning needed to meet the needs presented by our increasingly diverse student population.

## Assessments

### Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	31.00	31.00	31.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	3.00	3.00	3.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	10.00	10.00	10.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

## *Graduation Requirement Specifics*

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

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

### *Unchecked answers*

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

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

### *Local Assessments*

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

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Curriculum Based Summative Assessments	X	X	X	X
PSSA		X	X	
Keystone Exams			X	X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
GRADE	X	X	X	
Study Island	X	X		
DIBELS Next	X			

### Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Curriculum-Based	X	X	X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Curriculum Diagnostic Tool		X	X	X
DIBELS Next	X			
GRADE	X	X	X	

### Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Local common, end-of-unit summative curriculum-based assessments (CBAs) are developed collaboratively by teams of teachers who teach the same course or grade level. Once developed, CBAs are reviewed by all teachers that teach the grade level or course for which the assessments were developed and adjustments are made to the assessments as needed. Additionally, the Director of Curriculum and department leader of the subject area for which the CBAs are developed review the assessments developed to ensure that assessment items are aligned to the unit KUDs and that the assessment is well constructed with respect to readability, level of thinking required to achieve success, depth of knowledge to be demonstrated, etc. Once validated through this review process, the assessments are posted to the district's password protected Curriculum SharePoint site so that all teaching professionals can access these tools as needed.

### Development and Validation of Local Assessments

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

*This narrative is empty.*

### Collection and Dissemination

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

There are multiple levels/layers for collecting, analyzing, and disseminating assessment data.

#### **Elementary Level**

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- DIBELS NEXT -- The Universal benchmark screener in K-3; the DORF for grades 4-6
- GRADE -- 1st grade (2 times a year), 2nd - 6th grade (3 times a year)

Our seven elementary school buildings each have a building administrator and Reading Specialists who coordinate the administration of these assessments and the reporting of this data. District level and school level reports are compiled and shared with administrators and teachers through district wide Literacy Team Meetings, building level faculty team meetings, grade level team meetings, and individual child study team meetings.

All elementary PSSA data is compiled shared via individual building reports and a multi-year trending report/presentation (data tables and graphs). This data is shared with all district level administrators, building principals, content and service area department leaders and teachers. Teachers access individual student data via our assessment tracker system to make informed instructional decisions for their students. We are also working on collecting teacher level, building grade level, and district grade level data from our common end-of-unit summative assessments.

#### **Secondary Level**

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- GRADE -- grade 7 and 8 (3 times a year)

All secondary (grades 7 & 8) PSSA data is compiled shared via individual building reports and a multi-year trending report/presentation (data tables and graphs). This data is shared with all district level administrators, building principals, content and service area department leaders and teachers. Teachers access individual student data via our assessment tracker system to make informed instructional decisions for their students.

All secondary Keystone data is compiled and shared with all district level administrators, building principals, content and service area department leaders and teachers. Teachers access individual student data via our assessment tracker system to make informed instructional decisions for their students. We are also working on collecting teacher level, building grade level, and district grade level data from our common end-of-unit summative assessments.

### ***Data Informed Instruction***

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

#### **Elementary Level**

-- Our building level administration of DIBELS and GRADE as well as our local curriculum-based assessments inform teachers about precise students learning needs via a sophisticated child study team protocol. This protocol takes the "whole child" approach. A strong support system comprised of reading specialists, Instructional Support Teachers, counselors, nurses (where appropriate), and classroom teachers work collaboratively and respond to students exactly where they are and prescribe strategies and

appropriate interventions for moving them toward mastery of the grade level targets. Teachers use formative assessment strategies on a daily basis to guide their decision making about differentiation needs.

### **Secondary Level**

-- Keystone data has been very useful in refining our K-12 standards-aligned systems for mathematics, English language arts, and science. It has assisted us in thinking about how we structure our course offerings in grades 6 - 11. Teachers have access to this data via our Assessment Tracker system to inform their planning and instructional decision-making.

Over the past two years we have made improvements in the design, administration, data collection, and analysis of our local, common, curriculum-based, summative assessments in all of our academic departments...especially at the secondary level. Because of their placement in our previously mentioned HSD Curriculum Audit and Revision Cycle, our Social Studies Department is leading this charge. Several years ago, five 7th grade social studies teachers working in two buildings, collaborated to create and use seven common, end-of-unit, summative assessments. The teachers posted their individual student/class results in a database. The supervisor compiled the data by building and by district levels. After each administration and compilation of student data, all 7th grade teachers met and analyzed the results to look for trends, ask questions of each other, identify students who had shown that they hadn't learned the desired concepts and competencies and made curricular, planning and instructional decisions for moving forward with their students. To build off this approach, teachers in our Keystone courses are replicating/enhancing this protocol in their departments. The district goal is to enhance and use this protocol for all grades and courses in all academic subject areas to best respond to our students' needs. This past year, our middle school ELA teachers also began using this approach after the administration of the common end-of-unit assessments. As with all things, strengthening our local, curriculum-based assessment system to use data to respond to individual student needs is an ongoing area of emphasis.

### ***Assessment Data Uses***

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.		X	X	
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.		X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.		X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Our local, professional development system has focused on strengthening all of the components of a standards aligned education system. HSD uses the Understanding by Design Framework for planning, discussing and documenting our written, taught, tested, and achieved curriculum. Several years ago, teachers had extensive training in differentiated instruction and other best practices. Our implementation of

the PA Educator Assessment System and associated differentiated supervision model has refined our process for monitoring the implementation of desired best practices. Our building principals, content and service area department leaders, reading specialists, literacy coaches, instructional support teachers, counselors, and general and special education classroom teachers work together to serve the whole child.

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

*This narrative is empty.*

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

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

Provide brief explanation of the process for incorporating selected strategies.

We believe that summative assessments, like all other assessments, need to be used as learning tools and should provide students the opportunity to reflect on what they are doing well and where they still need to improve or grow.

With regard to summative assessments administered by the State (Keystone Exams, PSSAs, PASA, etc.), we communicate information regarding results in a variety of ways. With regard to aggregate data concerning student performance that is not student specific, the district shares information about overall school and district performance at board meetings, in its Annual Report that goes to all community members, and through other written (newsletters, e-mail blasts, etc.) communications that direct district stakeholders to the PVAAS and SPP public websites. In cases where the media is not represented at public meetings where this information is shared, we have at times prepared press releases to share with media outlets. We also honor interview requests and provide aggregate data and answers to general questions when contacted by reporters - these data and remarks often are included in local media reports.

Regarding student-specific data from the state tests, this information is shared only with students, their parents/guardians, and those within the school organization that have an educational need to know, as to do otherwise would be a violation of FERPA. In September, we send home letters that accompany the Individual Score Reports (ISRs) sent to us by the State for each student based on testing completed. In response to these letters, school personnel meet with students and parents as requested to go over results and discuss ways for students to improve.

Regarding district-developed summative assessments that are administered at the end of units of study, courses, and/or grade levels, data from these assessments is shared with students, parents, and staff members with an educational need to know - this is done via various reflection tools, reporting sheets, phone or face-to-face conferences, and other means. Such assessments are always announced to students in



advance and parents normally receive some notification about when these will occur (especially for students in K-8) via e-mail blasts, postings to the parent portal, etc.

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

The district no longer prints and distributes a district calendar - for fiscal reasons, the district has moved the calendar on-line. Content that has historically been included in the calendar is being shared out in other ways, including the use of district and building web pages, the parent portal feature within our Student Information System (SIS), and other written communications. We have no plans to post information about test results in course planning guides or handbooks beyond what is shared currently about testing timelines and general information about how results information will be distributed when received.

## Safe and Supportive Schools

### *Assisting Struggling Schools*

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The Hempfield School District has a history of being a high performing school district. In the fall of 2013, when the State's new School Performance Profile (SPP) rating system was implemented, six of our 10 schools scored in the 90s, while the remaining four schools scored in the 80s. In the fall of 2017, SPP results show that our building scores range from 67.3 to 86.4. The change in SPP scores is directly related to new PA Core standards & assessments and changes to the SPP calculation. While the state is transitioning to the new Future Ready PA Index and the SPP score will only be used for teacher evaluations, Hempfield School District focuses on a growth mindset. As a result, regardless of scores we require all of our school buildings to complete a comprehensive school-wide improvement planning (SWIP) process on a yearly basis. This process involves the analysis of a broad set of state and local data to identify areas of strength and concern, deep reflection to ascertain the root causes of the data obtained, and the creation and implementation of action plans intended to address areas of need identified through this process. Principals engage their respective staffs in periodic review of data collected throughout the school year in order to monitor progress and make mid-course corrections to the action plans enacted. We continue to strengthen this process on a yearly basis.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula				

Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

Regarding placement of School Resource Officers, we currently have no plan to add resource officers at levels other than the high school. The district hired a district-wide Safety Coordinator. This person is responsible to assist with the coordination and planning of safety drills, emergency preparedness in all of our buildings, and the training of our schools' Incident Command Teams. In terms of the safety and violence prevention curricula, while we do not have a formal written curriculum, we have begun to train all building staff and high school students on ALICE.

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

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

- District website
- Student handbooks at all three levels
- HPEC events
- Transition meeting in January
- Back to school nights – we often have parents visit us to ask about gifted services for their child

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

- Any parent or teacher can request a gifted evaluation.
- As a parent, you can write a letter or verbally talk to the regular education teacher or building principal to request a gifted evaluation.
- As a teacher, you need to talk with the gifted support teacher for your building and request a gifted evaluation.
- Universal testing is done with all second-grade students to help teachers with their recommendations for a gifted evaluation.

- The gifted support teacher will ask the regular education teacher to complete a rating scale, Scales for Identifying Gifted Students.
- The gifted support teacher will mail home for parents to complete a rating scale, Scales for Identifying Gifted Students.
- The gifted support teacher will work with the student to complete a screening test, Reynolds Intellectual Screening Test.
- The gifted support teacher will contact the parents to share this preliminary data. (SIGS Parent & Teacher and RIST)

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

- Special Services will mail Permission to Evaluate paperwork to the parents. Notice of Parents' Legal Rights for Chapter 16, Gifted Education is mailed with this Permission to Evaluate paperwork.
- Once the parents have signed the Permission to Evaluate paperwork and sent it back to the school district, then the district has 60 calendar days to complete the evaluation.
- The school psychologist will work with the student to complete ability testing/IQ testing.
- The school psychologist will work with the student to complete achievement testing.
- A Gifted Multidisciplinary Team (GMDT) meeting will occur to share all data collected. Team members include: parents, building principal or gifted coordinator, school psychologist, gifted support teacher, and regular education teacher.
- The team determines if the student meets the requirements based on PA and Hempfield's identification process to be identified as a gifted student.
- The school psychologist will complete a Gifted Written Report (GWR) within 10 days of the GMDT meeting.
- The parents will receive the Gifted Written Report (GWR) within 5 days of its completion.
- A gifted support teacher utilizes the student's Gifted Written Report (GWR) and creates a Gifted Individualized Education Plan (GIEP) based on the student's strengths and schedules a GIEP meeting within 30 days of issuance of the GWR.

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

- A gifted support teacher reads the student's Gifted Written Report (GWR) and creates a Gifted Individualized Education Plan (GIEP) based on the student's strengths.

- The skills and habits from Dimensions of Learning are used to create the goals and objectives on the GIEP.
- At the elementary level, it is a pull-out program that occurs during the building's intervention time or may be during core instruction time.
- i. Each building has its own schedule for gifted support services.
- At the elementary level, it may be a class for Math & logic or English Language Arts Connections or a Science or Social Studies connection to the regular curriculum.
- At the elementary level, students may participate in one, two or all three classes.
- At the elementary level, it may be consultative where the student meets during the building's intervention time.
- At the middle school level, it is a class that is scheduled during the student's FLEX time.
- At the middle school level, it is consultative that is scheduled during the student's FLEX time.
- At the high school level, it is consultative that is scheduled during the student's FLEX time.
- At any level, the student may be identified as gifted but may not need specially designed instruction.
- **Elementary gifted services**
  - The student's goals and objectives are written based on the data in the Gifted Written Report (GWR), the students' strengths and the skills and habits from Dimensions of Learning.
  - One class focuses on math extensions, logic and reasoning skills.
  - The second class focuses on English Language Arts (ELA) skills and an affective lesson.
  - The third class focuses on a science or social studies unit that is an extension of the core curriculum and utilizes the students' skills from these content areas.
  - On the Hempfield website under Academics tab, Curriculum tab you will find the Year at a Glance documents for Gifted and be able to read the elementary science and social studies units of study.
  - Math extensions, logic and reasoning skills, ELA skills and affective lessons are individualized based on the students' strengths.
- **Middle school gifted services**
  - The student's goals and objectives are written based on the data in the Gifted Written Report (GWR), the students' strengths and the skills and habits from Dimensions of Learning.
  - On the Hempfield website under Academics tab, Curriculum tab you will find the Year at a Glance documents for Gifted and be able to read the middle school units of study.
  - If the student's GIEP is consultative, the goals and objectives are individualized for that student.
  - At the middle school level, there is also push in where there the gifted support teacher will collaborate and teach with a content area teacher.

- **High school gifted services**
  - The student's goals and objectives are written based on the data in the Gifted Written Report (GWR), the students' strengths and the skills and habits from Dimensions of Learning.
  - On the Hempfield website under Academics tab, Curriculum tab you will find the Year at a Glance documents for Gifted and be able to read class meetings for each grade level.
  - There are class meetings for every grade level and they occur four times throughout the year. There are two meetings in each semester.
  - The gifted support case manager meets individually with each student three times throughout the year.
  - The high school Schoology course list additional opportunities available to the gifted students.
- **Meeting student's strengths in the regular curriculum**
  - The gifted support teacher/gifted case manager collaborates with the regular education teachers to monitor the student in reference to the regular curriculum. This collaboration time varies based on individual students (weekly/once a cycle/as needed). The teachers work together to provide the necessary differentiated instruction.
- **Acceleration**
  - Acceleration decisions are based on the data collected about an individual student. If a parent would like to discuss single subject or whole grade acceleration, they would contact the Gifted Coordinator, Eileen Little.

### *Developmental Services*

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

Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The Hempfield School District provides a comprehensive support system for all students. An array of services from counseling, career exploration, and psychological services, to health services, behavior management, and bullying prevention are integrated into the school day. In addition, social workers provide support to students and families in need in an effort to minimize educational barriers. School social workers collaborate closely with district personnel to provide resources, facilitate group counseling, and improve school attendance. The Hempfield School District recognizes the need to provide the best academic, social, and emotional care to meet the needs of Hempfield's diverse population.

### *Diagnostic, Intervention and Referral Services*

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

Explanation of diagnostic, intervention and referral services:

The Hempfield School District uses a multi-tiered approach to ensure that all students are receiving the appropriate intervention at the appropriate time. Nursing services such as screenings, medication administration, and health plan generation are designed to identify and meet the physical needs of students. School counselors work in conjunction with the case managing teacher, if the student already has an IEP, to coordinate services and additional data collection if needed. The intensity of services is tiered to offer support while continuing to challenge students to succeed. The level of intervention to be provided for a given student is often determined by a combination of the following: principal, counselor, PST team, IST team (elementary), grade level team, 504 team, and/or IEP team (If student qualifies for specially designed instruction).

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education			X	X
Case and Care Management				
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The Student Service division provides direction and coordination of the above services. The counseling branch of Student Services is essentially responsible for coordinating services to meet an individual student's need and/or the student's family need. Truancy, alternative education, health concerns, 504 management, community agency links, staff development, and relationship building are key responsibilities of the Student Services Department. Frequent communication allows Student Service personnel the ability to collaborate and provide students a supportive learning environment and communicate potential concerns with parents/guardians. School social workers work closely with community partners to address needs that go beyond the scope of the school.

### ***Communication of Educational Opportunities***

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

### *Communication of Student Health Needs*

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

### *Frequency of Communication*

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

- Monthly

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

- Monthly

#### **Middle Level**

- Monthly

#### **High School Level**

- Monthly

### *Collaboration for Interventions*

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

Collaboration between classroom teachers and the individuals providing interventions (reading specialists, special educators, IST Teachers, etc.) is frequent and occurs both formally and informally. Regularly established meetings that include grade level meetings, team meetings, teacher in-service workshops, principal meetings with staff members working with individual students, 504 meetings, IEP progress meetings, GIEP meetings, and IST meetings all provide avenues for staff to collaborate with one another and, in some cases, the families of students who require additional supports beyond the core instructional program.

Educational professionals also use teacher preparation time, classroom observations/visits, phone calls, email, and other communication vehicles to interact and collaborate with one another to meet the needs of students. The district makes use a community portal housed within our SIS system, email, phone calls, and parent meetings to share information and collaborate with parents/guardians on how best to ensure the success of their children at school.



## *Community Coordination*

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

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

1. Hempfield High School provides the community with pre-school programing as part of the high school curriculum. This program is offered to residents at a reduced rate and serves 20 preschool students per class.
2. The district also communicates with local child care providers three times a year for our Early Learning Forums. These forums are a way to provide the early childhood providers with professional learning opportunities as well as to strengthen our collaborative partnership with them. In addition, our elementary buildings have implemented a Preschool Book-of-the-Month Club. This is a way to begin the transition to kindergarten process the year before the students comes to kindergaten.
2. The Hempfield School District partners with the Hempfield Recreation Association to provide before and afterschool programming at the elementary level. This program includes homework help, physical activities and a nutritious snack.
3. Hempfield High School students receive the opportunity to take a class entitled Service Learning. In addition, juniors and seniors are provided the opportunity to attend local Career and Technology Schools.
4. We provide afterschool tutoring at our middle schools and high schools once a week.

## *Preschool Agency Coordination*

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

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

As children begin the transition to school-aged programming, those in Early Intervention begin the process in October prior to their kindergarten year. The Hempfield School District and the Intermediate Unit #13 begin coordinating transition planning in October by setting dates for transition meetings for January, February and April. The purpose of the transition meetings is for parents to determine if their intent is to register their child for kindergarten; provide permission for the IU to share information (IEP, ER, RR...) with Hempfield; review services and supports with which the child receives currently in Early Intervention; discuss the child's needs; discuss potential placement and service options; have parents sign permission for re-evaluation, if necessary; and schedule Multi-disciplinary team meetings or IEP meetings for April or May. These transition meetings for students receiving Early Intervention services are valuable for both parents and the district. In addition to gathering a tremendous amount of information, these meetings also provide an opportunity to begin building a trusting relationship between parents and school. If these students also receive community agency support, we seek permission for release of information. This

allows the school and the agency to share information about the student. Furthermore, the agency support is encouraged to attend the transition meetings to support the information sharing and also gain knowledge of the resources available in school-aged programming.

## Materials and Resources

### *Description of Materials and Resources*

#### Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

**HSD implemented a formal 6-year Curriculum Audit Revision Cycle midway through the 2009-10 school year. The 2014-15 school year marked the 6th year of the cycle with all content area departments on one of the six steps. During the 2015-2016 school year, we took a pause with the cycle to plan for the 2nd round of the process. The 2016-2017 school year began the 2nd round of this process. It is at the end of year 2 when the written curriculum revisions are approved (UbD Stage 1 -- confirmation of standards aligned big ideas, concepts and competencies for a given grade or course) that new core program teaching and learning materials and resources are recommended for adoption by our Board of School Directors. All curriculum revisions and purchased core and supplementary instructional materials are based on the level of close alignment with our written curriculum, robust nature of the assessment tools, expectation and support for the development of 21st century skills, enrichment opportunities, and appropriate level of rigor and relevance. Additionally, HSD is almost finished implementing a 1 to 1 iPad initiative which affords students opportunities to access a greater variety of learning materials anywhere...anytime.**

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

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

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

**HSD implemented a formal 6-year Curriculum Audit Revision Cycle midway through the 2009-10 school year. The 2014-15 school year marked the 6th year of the cycle with all content area departments on one of the six steps. During the 2015-2016 school year, we took a pause with the cycle to plan for the 2nd round of the process. The 2016-2017 school year began the 2nd round of this process. It is at the end of year 2 when the written curriculum revisions are approved (UbD Stage 1 -- confirmation of standards aligned big ideas, concepts and competencies for a given grade or course) that new core program teaching and learning materials and resources are recommended for adoption by our Board of School Directors. All curriculum revisions and purchased core and supplementary instructional materials are based on the level of close alignment with our written curriculum, robust nature of the assessment tools, expectation and support for the development of 21st century skills, enrichment opportunities, and appropriate level of rigor and relevance. Additionally, HSD is almost finished implementing a 1 to 1 iPad initiative which affords students opportunities to access a greater variety of learning materials anywhere...anytime.**

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

*This narrative is empty.*

### **Middle Level**

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

Provide explanation for processes used to ensure Accomplishment.

**HSD implemented a formal 6-year Curriculum Audit Revision Cycle midway through the 2009-10 school year. The 2014-15 school year marked the 6th year of the cycle with all content area departments on one of the six steps. During the 2015-2016 school year, we took a pause with the cycle to plan for the 2nd round of the process. The 2016-2017 school year began the 2nd round of this process. It is at the end of year 2 when the written curriculum revisions are approved (UbD Stage 1 -- confirmation of standards aligned big ideas, concepts and competencies for a given grade or course) that new core program teaching and learning materials and resources are recommended for adoption by our Board of School Directors. All curriculum revisions and purchased core and supplementary instructional materials are based on the level of close alignment with our written curriculum, robust nature of the assessment tools, expectation and support for the development of 21st century skills, enrichment opportunities, and appropriate level of rigor and relevance. Additionally, HSD is almost finished implementing a 1 to 1 iPad initiative which affords students opportunities to access a greater variety of learning materials anywhere...anytime.**

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

*This narrative is empty.*

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

HSD implemented a formal 6-year Curriculum Audit Revision Cycle midway through the 2009-10 school year. The 2014-15 school year marked the 6th year of the cycle with all content area departments on one of the six steps. During the 2015-2016 school year, we took a pause with the cycle to plan for the 2nd round of the process. The 2016-2017 school year began the 2nd round of this process. It is at the end of year 2 when the written curriculum revisions are approved (UbD Stage 1 -- confirmation of standards aligned big ideas, concepts and competencies for a given grade or course) that new core program teaching and learning materials and resources are recommended for adoption by our Board of School Directors.

Hempfield High School offers a diverse set of required and elective courses there are AP, Honors, College Prep, Tech Prep, Career Prep and Fundamentals levels. Each level is provided with materials and resources that meet the standards aligned written curriculum yet meet the diverse learning needs of students at each level. Within levels differentiated learning experiences are offered to further respond to student needs.

All curriculum revisions and purchased core and supplementary instructional materials are based on the level of close alignment with our written curriculum, robust nature of the assessment tools, expectation and support for the development of 21st century skills, enrichment opportunities, and appropriate level of rigor and relevance. Additionally, HSD is almost finished implementing a 1 to 1 iPad initiative which affords students opportunities to access a greater variety of learning materials anywhere...anytime.

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

*This narrative is empty.*

### SAS Incorporation

#### Elementary Education-Primary Level

Standards	Status
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Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Implemented in

	50% or more of district classrooms
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Further explanation for columns selected "

*This narrative is empty.*

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full

	Implementation
School Climate	Implemented in 50% or more of district classrooms
World Language	Full Implementation

Further explanation for columns selected "

*This narrative is empty.*

### High School Level

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



	Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Implemented in 50% or more of district classrooms
World Language	Full Implementation

Further explanation for columns selected "

*This narrative is empty.*

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

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

Other

Comments:

We have explored this system and continue to have conversations within our district about possibilities.

## **Professional Education**

### ***Characteristics***

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and	X	X	X	X

use data in instructional decision making.				
Empowers educators to work effectively with parents and community partners.	X	X	X	X

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

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

Professional development opportunities for teachers and other professional staff are identified based on feedback received from a variety of sources that include (but are not limited to) surveys administered to all professional staff targeting perceived PD needs; PD sessions evaluations on which staff can suggest possible next PD steps; School-Wide Improvement Planning (SWIP) processes that principals guide their respective staffs through at the start of each year; input from principals, department supervisors, and other district leaders based on their formal observations, walk-throughs, staff meetings, and other interactions with professional staff; input provided by the district's Professional Development Committee, parents who are part of the Superintendent's Parent Advisory Council, and research regarding best practices in the areas of curriculum, instruction, data use, partnering with families, etc. Our district is blessed with leaders and professional staff that possess a powerful blend of expertise, experience, and desire to share best practices with their colleagues. To the extent possible, we prefer to have our own employees develop and provide professional development experiences for their colleagues. This is done through a combination of workshops offered by the district, IU, or other sources during the summer and throughout the school year; participation in the district's differentiated supervision plan (peer coaching and action research/self-directed projects that are done collaboratively); faculty, data team, child study, and other regularly occurring meetings at the building or department level, distribution of suggested readings or video resources (SAS, etc.), instructional coaching that targets literacy and technology integration needs of professional staff, and the informal networking of colleagues with one another when they share common pedagogical or other interests and when collaboration between these individuals may produce benefits for students.

Leaders within the district are also provided with a wide variety of opportunities to hone their knowledge and skills related to leading buildings or departments, including opportunities to develop strategic thinking skills; make better use of data to inform instructional and other types of decision making; appropriately use the Danielson Framework for Teaching and other tools to supervise, coach, and evaluate staff members; refine district curriculum and assessments; influence and reshape teacher instructional practices, identify and apply district and other resources in a fiscally and ethically responsible manner, address the evolving needs of an increasingly diverse student population, and work effectively with families and agencies to remove barriers that impede learning. Leaders meet and are coached regularly by their district supervisors,

attend district-offered PD workshops and event in the evening and summer focused on the topics above, engage in job-alike meetings with the assistant superintendent monthly, and review materials and resources from professional organizations (ASCD, PAESSP, etc.) that are provided by the district either directly via subscription or indirectly through sharing by district leaders or their colleagues. The Framework for Leadership serves as the foundation for the supervision and evaluation process for district leaders and the use of this tool by district leaders for reflection and professional growth is proving helpful as it is utilized throughout the year in monthly meetings between individual building and department leaders and their supervising district administrator.

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

*This narrative is empty.*

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

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

Questions
The LEA has conducted the required training on:
8/24/2015 The district began requiring Act 126 training during the 2015-16 school year. A continual cycle of Act 126 training is monitored by our Human Resources Department to ensure every employee is trained within their "hiring window." A new training widow will begin shortly for all who were employed before Act 126 was passed. All new hires receive Act 126 training as part of the on-boarding process.

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

Questions
The LEA has conducted the training on:
8/24/2015 The district began our Act 71 training cycle during the 2015-16 School year. All profession education employees regardless of grade, participate in a hour training per year. We will have met the 4 hour require at the end of the 2018-19 school year.

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

Questions
The LEA plans to conduct the training on approximately:
8/22/2019 This training will be during the 2019- 20 school year, after the completion of the suicide prevention training requirement

### ***Strategies Ensuring Fidelity***

*Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.

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

#### *Unchecked answers*

*None.*

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

As was mentioned in the previous section, the principal of every building in our district guides his/her staff through a School-Wide Improvement Planning (SWIP) process at the start of the school year. We use a 4-Lens protocol to look at local and state level data sets to determine positive and negative trends from student cohort, curriculum/instruction effectiveness, sub-group performance, and standards-alignment perspectives. Principals, department supervisors, and professional staff are all involved in analyzing data, determining and prioritizing areas of strength and concern, identifying root causes that underlie the data, and developing action plans to address areas where improvement is needed. Essential to the action planning process is the identification of professional development experiences teachers need to improve curriculum and pedagogy. The assistant superintendent reviews all SWIPs with principals and works with the district leadership team to identify system-wide concerns and priorities and to align resources (time, money, etc.) so that professional development can be targeted to the areas where needs have been established.

With regard to expectations, the district rolled out to staff a refined set of best practices that align with Domains 2 (Classroom Environment) and 3 (Instruction) of Danielson's Framework for Teaching to make clear what the district expects of all professionals working with students in an instructional setting. The vast majority of professional development conducted in our district is facilitated by district leaders and selected members of the professional staff who have demonstrated expertise in the learning area to be addressed as well as the facilitation skills and knowledge of andragogy needed to effectively engage adults meaningfully in PD experiences. We have occasionally brought in outside presenters to work with staff, but only after attending workshops and learning experiences facilitated by these individuals at their base sites (Carol Tomlinson's team at UVA, Lucy Calkins' team from Teachers College at Columbia to name a few). In these cases, we have tended to maintain long-term relationships with such entities, understanding that once-and-done "drive by" PD is not effective. Instead, we have engaged in ongoing PD experiences such as a differentiated instruction workshop series conducted over a period of years with the UVA folks and job-embedded coaching and PD provided by Calkins-trained staff in the area of the reading/writing workshop instructional model.

When our administrators are not offering the professional development sessions, they participate in the

different experiences, working alongside members of the professional staff in almost all cases. This is important, as they are then better equipped to monitor for implementation of best practices as they perform their supervision and evaluation duties throughout the year, observing and working with individuals and groups of teacher around building and/or department priorities. It is through the administrator's differentiated supervision work with their professional staff that teachers are provided with ongoing support related to the professional development experiences they complete. Teachers maintain a log of PD experiences that is shared with their supervising principal during and at the end of the year, and principals align building-based experiences and resources to reinforce teacher's focus on district professional development priorities. During monthly meetings with the assistant superintendent throughout the year, principals provide the district leadership team with feedback based on their observations and data analyses regarding how professional development provided impacts on student learning.

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

*This narrative is empty.*

## **Induction Program**

### *Checked answers*

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

### *Unchecked answers*

*None.*

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

All new teachers are introduced to district expectations regarding current initiatives, practices, and policies on the first day of training. They are then provided monthly trainings reviewing the initiatives that the district believes increase and improve student achievement. These trainings include; an introduction to

Differentiated Instruction, the design and use of pre-assessments as way to guide instruction, the Understanding by Design Framework, how to integrate technology into classroom instruction, how to effectively manage a Differentiated Classroom, how to utilize flexible grouping to increase student participation and achievement, and how to design lessons incorporating content literacy strategies. All new teachers also participate in a session presented by the district's special area supervisors. This presentation includes how to effectively engage and support the learning of all students, including students for whom they are responsible. The following special area supervisors assist with facilitating this training: At-Risk Students, Special Education Students, Gifted Education Students, English as a Second Language Students, as well as the supervisors of Reading, Library Services, and Guidance Services. All new teachers are trained in how to access Pennsylvania's Standards Aligned Systems website and navigate to their content, grade, and curriculum on the website. New teachers investigate classroom management pitfalls and needs and work together with the instructors to find successful ways to navigate around these issues and support their students. All new teachers also participate in a building level program in their first year. In that program, they build relationships and engage more personally in small groups with their mentors, administrators, and teaching peers.

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

*This narrative is empty.*

### ***Needs of Inductees***

#### ***Checked answers***

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

#### ***Unchecked answers***

*None.*

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

Each new teacher will be formally observed twice each year they are in the induction program; 3 years. The formal observations will be completed by both their building administrator and supervisor. They will also be involved with several walk-through observations. If at any time a supervisor or administrator believes that more observations are needed they will be conducted. New teachers will be instructed in the evaluation process, including the timeline, documentation, meetings, and responsibility of both the teacher as well as the administrator.

New teachers will meet with their mentors monthly in formal, supervised building meetings and as a small unstructured team; teacher/mentor, throughout the month. At the formal, supervised meetings, larger building based initiatives and support will be discussed and explained. At the smaller, teacher/mentor meetings, instructional practices and how to mine student PSSA/Keystone data and use the data discovered to improve student learning will be the focus.

During the monthly district level and monthly building level induction meetings, new teachers are provided with the district's policy on both formative and summative assessments, their purpose and how to ensure they are giving accurate grades as well as using the assessment results to improve student learning.

At the end of each new teacher's first year in the induction program they will have had the opportunity to complete a portfolio that includes evidence and artifacts which include: a statement of philosophy, a classroom management plan, examples of student assessments and student work, reports of conferences and or workshops attended, examples of parent communications, a copy of their teaching schedule, and lessons they have created.

Participants in their second year of the induction program will complete a questionnaire to be shared with the instructors and the new first year teachers. First and second year teachers will also participate in two collective dinners, one at the beginning of the school year and one near the end of the school year, to share their experiences and what they have learned with each other in a more unstructured format.

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

*This narrative is empty.*

### ***Mentor Characteristics***

#### ***Checked answers***

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

#### ***Unchecked answers***

*None.*

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

The Hempfield School District maintains a database of HSD-trained mentors organized by building and either grade level or content area, depending on the level within the system. We require that mentor have a minimum of three years of successful teaching within the district before they may be considered to serve as mentors – the vast majority of these individuals have completed the requirements for Instructional II certification.

We require each mentor candidate to complete district-designed and delivered training before they qualify to serve as mentors. Mentors who have been previously trained must attend refresher training every five years in order to remain qualified to mentor new staff members. Principals and department supervisors make recommendations with regard to who should be trained to serve as mentors.

Principals in each building are responsible for assigning mentors to inductees, based on grade level assignments, daily schedules, temperament and compatibility judgments, etc. The assistant superintendent reviews and renders final approval of all mentor-inductee pairings. Mentors work intensively with their inductees throughout the first year of the inductee's employment in the district and continue to serve more informally as resources for these individuals as they continue their work at Hempfield.

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

*This narrative is empty.*

### ***Induction Program Timeline***

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

If necessary, provide further explanation.

*This narrative is empty.*

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

Identify the procedures for monitoring and evaluating the Induction program.

New teachers are assigned a mentor from their building/department and meet with them regularly to help adjust to their new position. The mentor also helps to ensure the new teacher completes each necessary step in the process.

The LEA checks in monthly with each new teacher and monitors their progress in the induction program. The induction program itself is monitored and adjusted to meet the needs of the new teacher while



maintaining cohesion with district initiatives based on feedback from inductees, mentors, building administrators, and our Induction Leader Team.

### *Recording Process*

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

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

*Unchecked answers*

*None.*

## **Special Education**

### *Special Education Students*

Total students identified: **1144**

### *Identification Method*

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

Hempfield School District follows state regulations when identifying students with specific learning disabilities. A multidisciplinary team, which includes: a school psychologist, regular education teacher, special education teacher, school counselor, parent/guardian, and a district administrator make this determination. A classroom observation is completed in addition to the gathering of information from parents and teachers. The school psychologist reviews the student's developmental/medical history and academic progress. Assessments that are typically administered include an intellectual ability assessments and academic achievement assessments. Both measures are standardized and norm referenced. All of the information is presented and discussed at a multidisciplinary team meeting. Hempfield School District continues to use the discrepancy model. The following questions are considered:

1. Does the child have a specific learning disability?
2. What is the basis for making this determination?
3. Was there any relevant behavior noted during the observation of the child?
4. What was the relationship of the observed behavior to the child's academic functioning?
5. Are there relevant medical findings?

6. Are there any effects of environmental, cultural, or economic disadvantage?

A discrepancy model is used along with multiple forms of input to make a determination of eligibility for specific learning disability.

Currently all elementary buildings are implementing MTSS. These schools have received training from IU #13 and PaTTAN.

## *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>

Given the information from the Special Education State Report there are a few areas of disproportionality between the state and the LEA. We are slightly higher in the identification of Autism and Speech or Language Impairment, which tend to go hand in hand given the nature of Autism Spectrum Disorders. We have a full continuum of services to meet the needs of our students with Autism. We operate our own Autistic Support classes in kindergarten through High School. We utilize the research-based Verbal-Behavioral programming within our Autistic Support program with the guidance of the Autism Initiative through PaTTAN. We contract Itinerant Autistic Support services from the IU 13. These supports provide research-based accommodations and strategies for students and teachers in school-based programming. In the district we offer multi-tiered social skills support by teachers, school counselors, social workers, speech language pathologists, and school psychologists.

There are also disproportionalities noted in the identification of Asian, Black, Hispanic, and Multiracial students. This will need to be something that is shared across district and across levels. It will be important to share the complete report with all stakeholders to ensure that the district is commensurate when identifying White students; yet, not as commensurate with the other groups.

## *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?

Currently, Hempfield School District has one facility, Prospect Grove, within its borders which students may be placed according to section 1306 of the Public School Code. The Director of Special Education for Hempfield School District, also acts as LEA for these students. To ensure that these students are receiving FAPE in the LRE, the Director is invited to all of their MDE and IEP meetings. The Director reviews all Re-evaluation and IEP paperwork. The barrier that exists is the transient nature of these students.

## *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).

Hempfield School District currently does not have a correctional facility within its boundaries. When we have students who are incarcerated, the Local Education Agency in that area provides FAPE. The LEA request records from us. We provide them with the most recent IEP and Evaluation/Re-evaluation Report (and any other relevant documents to support the student's education). When the student returns from incarceration, that LEA forwards all progress monitoring and relevant information to us to enable Hempfield School District in making appropriate transition decisions.

### *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. Hempfield School District provides various special education services within each of our buildings to support students in their neighborhood school. All elementary buildings within the Hempfield School District have at least one itinerant Learning Support teacher on staff. Each of our middle schools have three itinerant Learning Support teachers. At the high school level, we have three itinerant Learning Support teachers assigned solely to 9th grade students and then an additional five itinerant teachers to support students in grades 10-12 and those attending CTC. We have a Full-time Emotional Support teacher in our Alternative Education program to support students in need of this programming. Hempfield School District has speech and language pathologists servicing each building. Hempfield employs our own Occupational Therapist and Certified Occupational Therapy Assistant to provide this related service to our 12 buildings. We contract through the IU 13 to provide Physical Therapy in each of our buildings.

At the elementary level, for students demonstrating a need for the small group learning environments, we operate nine Full-time Learning Support classes and Diagnostic Kindergarten. We have a school-based Emotional Support class for each of the following grade groupings: K-3, 4-6, 7-8, 9-10, and 11-12.

Additionally, we have a therapeutic Emotional Support class for elementary and one for high school. For students in need of more functional academics, we offer Full-time Life Skills Support classes (two at the elementary level, one at the middle school level, and two at the high school level) and have recently added a blended program called Transition Beyond the Classroom that heavily focuses on supporting transition following graduation. Furthermore, our district hosts classes operated by the Intermediate Unit 13 (elementary Emotional Support, and middle school Multiple Disability Support). This enables Hempfield to keep these students in their home district.

Our school district's goal is to educate all Hempfield School District students within the general education environment. Each elementary school has an instructional support team which works with teachers,

students, school psychologists, personnel from outside agencies, and parents/guardians to maintain each child's education within the regular classroom setting. Furthermore, all seven elementary buildings operate under the Multi-Tiered System of Supports (MTSS) model. This process provides tiered supports for all learners within the general education setting to ensure all learners are instructed within the core subject areas and receive necessary supports.

As a district we are also dedicated to providing all children with an appropriate education to meet their needs. All efforts are made to accommodate and support a child's needs within the general education classroom with Supplementary Aids and Services:

- Collaborative: Scheduled time for data-team/child-study-team meetings, Professional development related to collaboration

- Instructional: Differentiated Instruction has been a district initiative for seven years, modified testing and grading, guided/leveled reading groups, pre-teach/re-teach, project-based assessment

- Physical: preferential seating/room arrangement, student "office spaces", adaptive tools/equipment, sensory tools/aids

- Social/Emotional: Lunch Bunch groups, social skill groups, behavior contracts, visual schedules, visual timers.

However, when a child's needs are identified and eligibility is determined through the MDT (multidisciplinary team) process, the IEP team will select the appropriate level, location, and grouping for each student. We discuss these options through IEP reviews and annual IEP meetings. Each student's IEP is driven by the student's area and degree of need. Each student's IEP team must first determine what services will best support that student's need. From this, the team looks at where this service is best provided to meet the student's needs. For each student, his or her IEP team determines the degree to which they should participate with their non-exceptional peers. A student's degree of need drives this process. For those students that receive all academics outside the regular education setting, all efforts are made to include that student in non-academic times (art, music, library, physical education, recess, lunch, homeroom, and assemblies) with their age-level non-disabled peers.

All Hempfield School District facilities are ADA accessible. When students require accommodations to their transportation, the IEP team completes a Bus Request Form and the district transportation department makes appropriate accommodations. As for extra-curricular activities, all students have access to these activities. All students are made aware of the opportunities through daily announcements, posters, flyers, and displays. If special accommodations are necessary the school personnel work to meet the student's needs. This year, we have added Special Olympics sponsored Interscholastic Unified Sports. Our first unified team will be a Track and Field team and their inaugural season will be this Spring. At the high school and middle school levels, we have a Buddy Program where students with disabilities interact with non-disabled peers in a structured social atmosphere outside of regular school hours.

2. Currently, Hempfield School District is operating under the guise of three major initiatives, which support the vision of "the achievement and success of all students." These district-wide initiatives are Differentiated Instruction, MTSS, and Co-Teaching Model. These initiatives will increase the number of students who are in a less restrictive environment, allowing them to attend academic classes with their non-exceptional peers and be supported by both a regular and special educator. Furthermore, we use our Paraeducators and PCAs to push-in support into general education classes; in order to provide necessary support to students and teachers within the general education setting. Another initiative we are utilizing within the Special Education department is the Autism Initiative with the support and guidance from PaTTAN. Our three Full-time Autistic Support classes utilize the Verbal Behavior Model within their settings to enhance their students' growth. IEP progress monitoring and student assessment results on the VB-MAPP indicate consistent student growth.

3. When referencing our Special Education State Report, Indicator 5: Educational Environments, Hempfield School District meets and exceeds the SPP target of 3.3%. We are currently at 2.5% of our students placed in "other outside settings." These "other outside settings" would include separate public facilities, residential treatment facilities, and approved private schools. Hempfield School District will work with all stakeholders to ensure that all attempts are made to educate students in their Least Restrictive Environment within Public School facilities; however, there are times that students need the offerings of outside settings to meet their needs. When these settings are most appropriate, we will take action to change placement. However, the student's IEP team will continue to re-evaluate to determine the student's ability to transition back to a public facility.

### *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.

Hempfield School District's Board Policy 113.2 clearly defines the guidelines for Behavior Support Plans. The policy describes the circumstances under which behavior support plans are to be developed and provides definitions of aversive techniques, behavior support, positive techniques, and restraints. A list of prohibited aversive techniques is provided as well as a statement pertaining to the training of personnel. Three research-based practices, Safe Crisis Management, Non-Violent Physical Crisis Intervention, and Quality Behavior Solutions are utilized across the district as a last resort. Personnel are trained in verbal de-escalation and personal safety techniques to avoid restraints at all costs. Restraints are only utilized as a last resort when a student is a danger to self or others. School Board Policy 113.2 states. "The district shall train personnel in the use of specific procedures, methods, and techniques. This training shall be provided to individuals responsible for individual support and for services and programs for students with disabilities".

Behavior support plans are developed for eligible students whose actual or anticipated behavior, as determined by the IEP team, is a manifestation of their disability. Individual and class-wide PBSPs are developed for students who have been identified as emotionally disturbed.

Students who demonstrate behaviors that impede their learning or the learning of others will have a Functional Behavioral Assessment completed. The purpose of the FBA is to gather information pertaining to the behavior(s) of concern to determine if there is a pattern in when, why, and how the behavior(s) occur and the function of the behavior. If patterns are established, then a Positive Behavior Support Plan is created as part of their IEP. The purpose of the PBSP is to eliminate the pattern of behaviors and replace the behaviors with socially acceptable skills. Furthermore, a student's IEP will have restraint as a last resort when the student is exhibiting behaviors, which are a danger to themselves or others. Students with PBSP in the IEPs also have regular social skills instruction for the purpose of teaching socially acceptable alternative skills/behaviors.

District-wide, personnel are trained in Non-violent Physical Crisis Intervention and are re-certified every two years. Personnel must demonstrate proper restraint techniques and pass a written exam to maintain their certification. Current restraint certification is a mandatory job requirement for all special education paraprofessionals and personal care assistants. Personnel working with specific populations are trained in Safe Crisis Management and Quality Behavior Solutions. Restraint is used only as a last resort. The plan for elimination includes identification of the function of the appropriate replacement behaviors. Prone

restraints are prohibited and never used. The only restraints utilized are those, which are included in the approved restraint training programs.

Incident reports are completed by staff members who engage in a restraint. All restraints are entered into the Restraint Information System Collection site on a monthly basis. The assigned case manager, of a student who was restrained, contacts the parent immediately to notify the parent of the restraint and offer an IEP meeting. If the parent accepts the invitation to the meeting, an IEP meeting is held within 10 days of the restraint. If the parent does not want/need to meet, then the IEP meeting is documented as being waived by the parent.

Personnel have participated in Functional Behavioral Assessment, Positive Behavioral Support Plan, Applied Behavior Analysis, Verbal Behavior, and Quality Behavior Solutions trainings offered by IU #13 and PaTTAN. In addition, Hempfield School District has invested in train-the-trainer model for Crisis Prevention Intervention and Safe Crisis Management. We have on-site trainers who enable us to utilize the appropriate techniques. When a student's behavior warrants an additional level of support, Hempfield School District has contracted with a Board Certified Behavior Analyst (BCBA). The district is hoping to add a BCBA to our faculty.

### *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.

There are a limited number of students that we struggle to find effective educational programs to meet their needs and to ensure FAPE. In these instances, these are students with significant behavioral and/or emotional challenges. When we struggle to find placements and services, we work with multiple agencies and supports to find a placement and sufficient services to meet the needs of these students. Child and Adolescent Service System Program (CASSP) has been a supportive resource. A philosophy of collaboration and partnership among persons involved with the student and their families is the basis of the CASSP organization. It was developed to provide comprehensive mental health care for children, adolescents and their families. Hempfield School District has utilized CASSP. Furthermore, the Director of Special Education attends inter-agency meetings in person or via phone with all stakeholders (parents, mental health support personnel, insurance providers, mental health advocate, school team personnel, respite care providers, etc.) to ensure that all stakeholders have a voice in the process to ensure appropriate placement decision-making. CASSP meetings are helpful in bringing family, school and agencies together to collaborate and coordinate supports for students with multiple layers of services, supports, and needs. At Hempfield School District, we have two social workers who help children, families, and the district work with systems to find support. These two individuals are very supportive in working with insurance providers to acquire necessary placement and supports for some of our neediest students. One additional area of which we struggle to find placement for is primary-aged students with mental health needs. These children need a therapeutic emotional support setting. Currently we have elementary and high school level Therapeutic Emotional Support Classes in the district. These classes differ from the traditional Emotional Support class in that the students are those that generally are "internalizers". The students in these classes typically have mental health concerns/challenges/diagnosis. In turn, additional supports are

provided by school psychologist and social worker. Within the next year or two (2019-20 or 2020-21), we will need to add a Middle School level Therapeutic Emotional Support class.

One more support that we will need to add to our program to support the needs of our students with behavioral and emotional needs is to add a BCBA to our Professional Staff. We currently do not have our own and contract services from either the IU 13 or privately. As our needs continue to grow, it becomes necessary that we have a BCBA on staff to support student needs in district at all times. This individual not only providing direct services, but consultation and training. This service is anticipated to be added for the 2018-19 school year.

## *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.

Hempfield School District has always been committed to providing a Free and Appropriate Public Education (FAPE) for all students. The district is dedicated to continuous improvement and excellence in the provision of this support. The strengths of the Special Education Program include:

Hempfield staff is held to a high standard. District-wide training initiatives include: Differentiated Instruction, Understanding by Design, Response to Instruction and Intervention, Co-Teaching, and Core Standards.

Most parents/guardians throughout the district are active participants in their children's educational processes through participation in MDE/IEP meetings and on task force teams.

Hempfield Parents of Exceptional Children (HPEC) is an organization whose steering committee is comprised of parents/guardians of exceptional children and the district Special Education Director and Supervisors, who provide and organize a Resource Fair and informational sessions for parents, staff and students throughout the school year. Topics have included: Use of Assistive Technology, How to Support Your Student with Anxiety and/or Depression, Reading IEPs and GIEPs, Transition Services, Least Restrictive Environment and ADHD: Panel on Medical and School Models.

There is a special education handbook available to support the staff and provide consistent procedures across the district.

State criteria for graduation of special education students have been met.

Technology has been provided for record keeping and special education documents.

Verbal Behavior Model is implemented through the support of the Autism Initiative (PaTTAN) with full staff trained: five Special Education Teachers, five Special Education Para-educators, approximately 20 Personal Care Assistants, two Speech and Language Pathologists, an Occupational Therapist, and an Itinerant Autistic Support Teacher.

Continuum of Services: Full-time, Supplemental, Itinerant: Learning Support, Emotional Support at the Elementary, Middle and High School levels. Full-time Life Skills Support at Elementary-High School. Full-time Autistic Support: Elementary- High School. Itinerant Autistic Support district-wide. Itinerant Speech and Language Support district-wide. Occupational Support district-wide.

The district employs two trainers for Nonviolent Physical Crisis Intervention. Administrators, special education teachers, regular education teachers, school psychologists, social workers and school counselors

in the district are trained in de-escalation techniques and nonviolent physical restraints. Each school in the district has a trained team to support with de-escalation and potential restraint.

Data-driven teams work in each school building to ensure that special education students meet AYP goals.

All special education caseloads are within state regulations.

All special education positions are currently filled with highly qualified staff.

Special education students are provided access to all services available to regular education students.

Consistent, district-wide procedures are in use to identify students with disabilities.

Modern facilities are provided throughout the district with consistent student/teacher access to technology (all students except for Kdg and 3rd grade have their own iPad. By the start of the 2018-2019 school year, all students will be 1:1)

IEP goals and objectives are based on core standards.

Social skills training/instruction and psychological services are provided to all students receiving special education services whose educational teams deem it appropriate. A special education website is available for parents/guardians to access parental rights, Child Find regulations, frequently asked questions, and links to relevant websites.

Two social workers are employed by the district to help families navigate services and agency support outside of the school.

We contract with IU 13 for job training hours to assist students with transition.

Our special education teachers participate in curriculum planning.

Interscholastic Unified Sports will begin its inaugural season in Spring 2018.

We offer 2 class Therapeutic Emotional Support classes within the district (1 at the elementary level and 1 at the high school level).

New blended program, Transition Beyond the Classroom, to support students in gaining the skills they will need to transition to the workforce and independent living after graduation.

We have a student-run mini-business, The Grind. Students in our high school Autistic Support and Life Skills classes prepare and deliver coffee and muffins to faculty and staff in the high school and Administration Building. Students take orders, budget funds, grocery shop, and bake to prepare for the weekly delivery.

We run an annual Holiday Shoppe where students in special education classes district wide come together to sell crafts, handmade products, and baked goods to the district and community.

Throughout the district there are numerous students with significant needs receiving their educational programming in a fully included setting of students in conjunction with the SAS toolkit.

Contract with other districts to help support their students with unique needs.

Our Paraeducators and PCAs offer tremendous support to students and staff for the overall benefit of student success.



# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

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

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

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

Facility Name	Facility Type	Services Provided By	Student Count
Manos House	Nonresident	Prospect Grove High School	0

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Bradley Center	Other	ES	3

Community School Southeast	Special Education Centers	ES	4
Community School West	Special Education Centers	ES	3
Elizabethtown High School	Neighboring School Districts	MDS	1
Fairland	Special Education Centers	ES	2
John Beck Elementary School	Neighboring School Districts	HI	2
Valley Road Education Center	Special Education Centers	AS	10
Pressley Ridge	Special Education Centers	AS	1
Mulberry Street School	Special Education Centers	ES	3
Project SEARCH	Other	LS	2
Reidenbaugh Elementary School	Neighboring School Districts	MDS	1
Reidenbaugh Elementary School	Neighboring School Districts	PS	1
School to Work	Special Education Centers	LSS	2
Vista School	Approved Private Schools	AS	1
Warwick High School	Neighboring School Districts	MDS	3
Warwick High School	Neighboring School Districts	HI	1
Western Pennsylvania School for the Deaf	Approved Private Schools	HI	2
Park Elementary School	Neighboring School Districts	LSS	1
Manheim Central High School	Neighboring School Districts	LS	1
Valley Road Education Center	Special Education Centers	ES	12
New Story	Other	ES	4
ARC	Other	ES	1
Devereux	Approved Private Schools	AS	1
Landisville Middle School	Neighboring School Districts	MDS	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 12	11	1
Justification: Teacher services students outside of the three year age range but never services those students at the same time.				
Locations:				
Centerville Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	5	0.5
Locations:				
Centerville 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	Learning Support	7 to 9	7	0.5
Locations:				
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #3

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	11	1
Locations:				
Rohrerstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #4

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	10 to 12	10	1
Locations:				
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #5

*Operator: School District*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	12	1
Locations:				
Centerville Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6**

*Operator: School District*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	18	1
Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.				
Locations:				
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7**

*Operator: School District*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	5 to 6	12	1
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8**

*Operator: School District*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	17	1
Locations:				
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9**

*Operator: School District*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 13	18	1
Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.				
Locations:				
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 13	15	1
Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.				
Locations:				
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 12	10	1
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 5	1	0.25
Locations:				
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	8	0.5
Locations:				
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	4	0.25
Locations:				
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Emotional Support	8 to 8	1	0.08

but More Than 20%)				
Locations:				
Landisville Primary Center	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	5 to 8	11	0.92
Locations:				
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	10 to 12	5	0.6
Locations:				
Landisville Intermediate Center	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	10 to 11	5	0.25
Locations:				
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 11	4	0.15
Locations:				
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	10	1
Locations:				
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #16***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	2	0.15

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.8
Locations:				
Farmdale Elementary	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	Learning Support	10 to 10	1	0.05
Locations:				
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	7	0.75
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.25
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	10	1
Locations:				
Centerville Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 7	1	0.1



Locations:				
Landisville Primary Center	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	Learning Support	6 to 9	11	0.9
Locations:				
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 7	1	0.1
Locations:				
Mountville Elementary	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	5 to 8	7	0.9
Locations:				
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	9	1
Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.				
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	11	1
Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.				
Locations:				
Rohrerstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	19	1
Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.				
Locations:				
Rohrerstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #24***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	7 to 10	7	1
Locations:				
Rohrerstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	9	1
Locations:				
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	8	1
Locations:				
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	8	1
Locations:				
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #29***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	8	1
Locations:				
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #30***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 15	10	1
Locations:				
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #31***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	12	1
Locations:				
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #32***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	23	1
Locations:				
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #33***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	22	1
Locations:				
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #34***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 16	5	1
Locations:				
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	13	0.75
Locations:				
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14	1	0.25
Locations:				
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #36***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	24	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #37***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	6 to 10	11	1
Justification: Due to the natural of their disabilities, the students are able to make meaningful progress despite a large age range.				
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #38***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	7 to 11	8	1
Justification: Due to the natural of the disabilities of the students in this class, programming has been designed for all students to make meaningful progress.				
Locations:				
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #39***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	7	1
Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.				
Locations:				
Rohrerstown Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #40***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 19	6	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	13 to 15	6	1
Locations:				
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #42***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	23	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #43***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	27	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #44***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	14	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #45***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	16	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	17 to 20	6	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #47**

*Operator: School District*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	14	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #48**

*Operator: School District*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	16 to 17	5	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #49**

*Operator: School District*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	29	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #50**

*Operator: School District*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	12	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #51**

*Operator: School District*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	9	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #52**

*Operator: School District*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	13	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #53***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	8	0.5
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	5	0.5
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #54***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	26	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #55***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	14	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #56***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	33	0.5
Locations:				
Landisville Middle	A Middle School	A building in which General Education		



School	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	31	0.5
Locations:				
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #57***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	33	0.7
Locations:				
Centerville 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	Speech and Language Support	16 to 21	8	0.15
Justification: Students are not serviced together who are outside of the 4 year range				
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #58***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 6	12	0.25
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	41	0.75
Locations:				
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #59***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	65	1

Justification: Students outside of the age range are not serviced together				
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #60***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	58	1
Justification: Students outside of the allowable age range are not serviced together				
Locations:				
Rohrerstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #61***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	60	1
Justification: Students outside of the allowable age range are not serviced together				
Locations:				
Centerville Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #62***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	61	1
Justification: Students outside of the allowable age range are not serviced together				
Locations:				
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #63***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Students outside of the allowable age range are not serviced together				
Locations:				
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #64**

*Operator:* Intermediate Unit  
**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	5	0.33
Locations:				
Hempfield School District	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	10 to 12	12	0.33
Locations:				
Hempfield School District	A Middle 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	15 to 19	15	0.34
Locations:				
Hempfield School District	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #65**

*Operator:* Intermediate Unit  
**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	7 to 9	10	0.5
Locations:				
Hempfield School District	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	10 to 13	11	0.5
Locations:				
Hempfield School District	A Middle School Building	A building in which General Education programs are operated		

**Program Position #66**

*Operator:* Intermediate Unit  
**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	8	0.33
Locations:				
Hempfield School District	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	10 to 12	10	0.34
Locations:				
Hempfield School District	A Middle 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	15 to 21	8	0.33
Justification: Students are serviced 1:1				
Locations:				
Hempfield School District	A Senior High School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	Landisville Primary Center	1
School Psychologist	Landisville Intermediate Center	0.5
School Psychologist	Hempfield High School	0.5
School Psychologist	Hempfield High School	0.25
School Psychologist	Landisville Middle School	0.5
School Psychologist	Rohrerstown Education Center	0.25
School Psychologist	Rohrerstown Elementary	1
School Psychologist	East Petersburg Elementary	1
School Psychologist	Centerville Elementary	0.5
School Psychologist	Centerville Middle School	0.5
School Psychologist	Mountville Elementary	0.5
School Psychologist	Farmdale Elementary	0.5
Director of Special Education	Hempfield School District Administration Building	1
Elementary Special Education Supervisor	Hempfield School District Administration Building	1
Secondary Special Education Supervisor	Hempfield School District Administration Building	1
Director of Student Services	Hempfield School District Administration Building	1
Social Worker	Hempfield School District Administration Building	1
Social Worker	Hempfield School District Administration Building	1
Speech and Language Pathologist	Centerville Elementary	1
Speech and Language Pathologist	Centerville Middle School	0.5

Speech and Language Pathologist	Mountville Elementary	1
Speech and Language Pathologist	Farmdale Elementary	0.5
Speech and Language Pathologist	Landisville Middle School	0.5
Speech and Language Pathologist	Landisville Primary Center	1
Speech and Language Pathologist	Landisville Intermediate Center	0.5
Speech and Language Pathologist	East Petersburg Elementary	0.5
Speech and Language Pathologist	East Petersburg Elementary	1
Speech and Language Pathologist	Rohrerstown Elementary	0.75
Speech and Language Pathologist	Rohrerstown Education Center	0.25
Speech and Language Pathologist	Hempfield High School	0.5
Occupational Therapist	Hempfield School District	1
Certified Occupational Therapist Assistant	Hempfield School District	0.6
Itinerant Autistic Support Teacher/Internal Coach	Hempfield School District	1
Paraeducator	Centerville Elementary	1
Paraeducator	Centerville Elementary	1
Paraeducator	Centerville Elementary	1
Personal Care Assistant	Centerville Elementary	1
Paraeducator	East Petersburg Elementary	1
Paraeducator	East Petersburg Elementary	1
Paraeducator	East Petersburg Elementary	1
Paraeducator	East Petersburg Elementary	1
Paraeducator	East Petersburg Elementary	1
Personal Care Assistant	East Petersburg Elementary	0.6
Personal Care Assistant	East Petersburg Elementary	0.6
Personal Care Assistant	East Petersburg Elementary	0.6
Paraeducator	Farmdale Elementary	1
Paraeducator	Farmdale Elementary	0.5
Paraeducator	Farmdale Elementary	0.5
Paraeducator	Landisville Primary Center	1
Paraeducator	Landisville Primary Center	0.5
Paraeducator	Landisville Primary Center	1
Paraeducator	Landisville Primary Center	1
Personal Care Assistant	Landisville Primary Center	0.6
Personal Care Assistant	Landisville Primary Center	0.6
Paraeducator	Landisville Intermediate Center	1
Paraeducator	Landisville Intermediate Center	1
Paraeducator	Landisville Intermediate Center	1
Paraeducator	Mountville Elementary	1
Paraeducator	Mountville Elementary	1
Paraeducator	Mountville Elementary	0.5
Paraeducator	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1

Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Paraeducator	Rohrerstown Elementary	1
Paraeducator	Rohrerstown Elementary	1
Paraeducator	Centerville Middle School	1
Paraeducator	Centerville Middle School	1
Paraeducator	Centerville Middle School	1
Paraeducator	Centerville Middle School	0.5
Personal Care Assistant	Centerville Middle School	1
Personal Care Assistant	Centerville Middle School	1
Personal Care Assistant	Centerville Middle School	0.6
Paraeducator	Landisville Middle School	1
Paraeducator	Landisville Middle School	1
Paraeducator	Landisville Middle School	1
Paraeducator	Landisville Middle School	1
Paraeducator	Landisville Middle School	0.6
Personal Care Assistant	Landisville Middle School	1
Personal Care Assistant	Hempfield High School	0.5
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	0.5
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	0.5
Paraeducator	Hempfield High School	1
Paraeducator	Rohrerstown Education Center	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Job Training	Intermediate Unit	5 Days

Physical Therapy	Intermediate Unit	40 Hours
Occupational Therapy	Intermediate Unit	10 Hours
Hearing Support	Intermediate Unit	1 Days
Vision Support	Intermediate Unit	1 Days
Itinerant Autistic Support	Intermediate Unit	80 Hours

# Needs Assessment

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## Record School Patterns

### Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

### Answer:

This question has not been answered.

## District Accomplishments

### Accomplishment #1:

**2017 Pennsylvania Value Added Assessment System (PVAAS) results** indicated that students comprising groups predicted to achieve in the Below Basic, Basic, Proficient, and Advanced categories in Algebra 1 exceeded the growth standard for the last three years during the administration of this Keystone Assessment.

### Accomplishment #2:

**2017 Pennsylvania Value Added Assessment System (PVAAS) results** indicated that students comprising groups predicted to achieve in the Below Basic, Basic, Proficient, and Advanced categories in Biology exceeded the growth standard for the last three years during the administration of this Keystone Assessment.

### Accomplishment #3:

**2017 Pennsylvania Value Added Assessment System (PVAAS) results** indicated the district's value-added 2017 average in ELA (grades 4, 5, 6, 7 & 8) demonstrated evidence that the district met the standard for PA Academic Growth.

### Accomplishment #4:

**2017 Pennsylvania Value Added Assessment System (PVAAS) results** indicated the district's value-added three-year average in science (grade 4 & 8 and on the Keystone) demonstrated moderate to significant evidence that the district exceeded the standard for PA Academic Growth.

### Accomplishment #5:

**2017 Pennsylvania Value Added Assessment System (PVAAS) results** indicated that students comprising groups predicted to achieve in the Below Basic categories (for the last three years) for **math in Grades 4-8** demonstrated moderate evidence of exceeding the standard for PA Academic Growth on the PSSA math assessment.

### Accomplishment #6:



**2017 Pennsylvania Value Added Assessment System (PVAAS) results** indicated that students comprising groups predicted to achieve in the Below Basic, Basic, and Proficient categories for **ELA in Grades 4-8 in 2017** demonstrated evidence and moderate evidence of exceeding the standard for PA Academic Growth on the PSSA ELA assessment.

#### **Accomplishment #7:**

**2017 Pennsylvania Value Added Assessment System (PVAAS) results** indicated that students comprising groups predicted to achieve in the Below Basic, Basic, and Proficient categories (for the last three years) for **ELA in Grades 4, 5, and 7** demonstrated moderate evidence of exceeding the standard for PA Academic Growth on the PSSA ELA assessment.

#### **Accomplishment #8:**

Students scoring proficient or advanced across the district in **Math on PSSA exams** have averaged between 54-56% the past three years, which is approximately 11-12% above the state averages.

#### **Accomplishment #9:**

Students scoring proficient or advanced across the district in **ELA on PSSA exams** have averaged between 75-76% the past three years, which is approximately 13% above the state averages.

#### **Accomplishment #10:**

Students scoring proficient or advanced across the district in **Science on PSSA exams** have averaged between 77-82% the past three years, which is approximately 12% above the state averages.

#### **Accomplishment #11:**

A total of 371 of the 535 students who comprised the Class of 2018 (69.3%) completed the **Scholastic Aptitude Test (SAT)** during their career, accumulating average scores of 571 on the Evidenced-Based Reading and Writing and 582 on the Math sections of the exam.

#### **Accomplishment #12:**

In 2018, 530 Hempfield High School students completed **Advanced Placement (AP)** exams, with 86.4% or 458 students scoring 3 or above on the exams.

#### **Accomplishment #13:**

In keeping with a solid tradition of high student attendance, promotion, and graduation rates, **2017 SPP Scores** indicated that all Hempfield schools achieved **student attendance rates** of 95.5% or higher and **promotion rates** for all elementary and middle schools ranged from 99-100%. The **cohort graduation rate** achieved by Hempfield High School in 2013-14 was 91%.

#### **Accomplishment #14:**

Despite the reality of diminished financial resources faced by Pennsylvania public schools, **the Hempfield School District has maintained a full compliment of core and special area curricular offerings** at the elementary, middle school, and high school levels. In addition to the core subjects of English/Language Arts, math, science and social studies, students across the K-12 school system receive instruction in art, music, and physical education. Students at the secondary level also have access to courses in the areas of Business and Computer Information Technology, Family and Consumer Science, Technology Education, and World Languages. At the high school, the district offers instruction in five foreign languages, hosts a rich variety of art and music electives, and offers the opportunity for students to participate in the Project Lead the Way pre-engineering program.

## District Concerns

### Concern #1:

**2017 Pennsylvania Value Added Assessment System (PVAAS) results** provided evidence that students in grades 4 and 7 for the last three years did not meet the standard for PA Academic Growth in the area of math.

### Concern #2:

**2017 Pennsylvania Value Added Assessment System (PVAAS) results** provided evidence that students in Grades 4-8 comprising groups predicted to achieve at the Advanced level did not meet the growth standard on the PSSA ELA assessment, and students predicted to score Proficient/Advanced in Grades 4, Advanced in Grade 6, and Basic, Proficient, & Advanced in Grade 7 did not meet the growth standard on the PSSA Math assessment.

### Concern #3:

**District achievement results (average percent proficient/advanced) for ELA and Math on the PSSAs for grades 3-8** have been relatively flat for the last three years, with scores ranging between 75-76% for ELA and 54-56% math. Grade level ranges are below by subject area:

ELA

3rd: 74-77% | 4th: 72-74% | 5th: 73-78% | 6th: 75-78% | 7th: 73-77% | 8th: 73-74%

Math

3rd: 64-68% | 4th: 52-58% | 5th: 54-57% | 6th: 57-59% | 7th: 47-52% | 8th: 41-50%

### Concern #4:

**District achievement results (average percent proficient/advanced) for Science on the PSSAs for grades 4 and 8** have been continued to decline for the last three years.

### Concern #5:

The average **district achievement results** on the **PSSA Math and ELA exams** in grades 3-8 for students who comprise the **Historically Underperforming subgroup** (special education, English as a Second Language, and economically disadvantaged students) have consistently achieved at lower levels than the average performance of the overall student population by double digit margins. The 2017 PSSA results reveal that the Historically Underperforming subgroup achieved proficiency levels of 54.6% in ELA and 34.7 % in math, compared to proficiency levels of 75% in ELA and 56% in math for the overall student population.

### Concern #6:

**Based on feedback received from staff and community members** at Board meetings; through the use of e-mail, twitter, web page and blog postings, and social media vehicles; and district leaders' personal interactions with individuals and groups of stakeholders, a concern has emerged that suggests that target audiences of district communications do not always receive messages as intended or in a timely fashion, given the use of current

communication structures and tools. Additionally, feedback received from the community suggests that there is an increased need for families to have access to resources and materials that will better allow parents, guardians, and other interested family members to assist students with learning tasks outside of school.

#### **Concern #7:**

**Student achievement, growth, attendance, and discipline data and perceptual data collected informally as a result of the various communications and interactions that occur between school personnel and with students and families** suggest the need for continued development and implementation of comprehensive academic and behavioral interventions and supports. Specifically, an increasingly diverse and well-rounded collection of interventions and supports is needed to reduce obstacles at school and minimize the impact of external factors beyond the school's control that impede the progress of at-risk students who struggle with learning and/or social-emotional situations and issues that make succeeding in school difficult.

#### **Concern #8:**

**During work sessions completed by district's Comprehensive Planning District-Level Steering Committee,** questions were raised regarding whether or not students had enough opportunities beyond the four walls of the classroom to ensure that students graduate well prepared for post secondary education and work in the competitive global marketplace.

#### **Concern #9:**

**During Finance Committee and District Leadership Team Meetings,** discussions took place about an area of growth focusing on operational excellence to ensure that comprehensive business rules can be in place to guide the work of the leadership team and the Board of School Directors.

## **Prioritized Systemic Challenges**

**Systemic Challenge #1** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

### **Aligned Concerns:**

**2017 Pennsylvania Value Added Assessment System (PVAAS) results** provided evidence that students in grades 4 and 7 for the last three years did not meet the standard for PA Academic Growth in the area of math.

**2017 Pennsylvania Value Added Assessment System (PVAAS) results** provided evidence that students in Grades 4-8 comprising groups predicted to achieve at the Advanced level did not meet the growth standard on the PSSA ELA assessment, and students predicted to score Proficient/Advanced in Grades 4, Advanced in Grade 6, and Basic, Proficient, & Advanced in Grade 7 did not meet the growth standard on the PSSA Math assessment.

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**District achievement results (average percent proficient/advanced) for Science on the PSSAs for grades 4 and 8** have been continued to decline for the last three years.

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The average **district achievement results** on the **PSSA Math and ELA exams** in grades 3-8 for students who comprise the **Historically Underperforming subgroup** (special education, English as a Second Language, and economically disadvantaged students) have consistently achieved at lower levels than the average performance of the overall student population by double digit margins. The 2017 PSSA results reveal that the Historically Underperforming subgroup achieved proficiency levels of 54.6% in ELA and 34.7 % in math, compared to proficiency levels of 75% in ELA and 56% in math for the overall student population.

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**Systemic Challenge #2** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

**2017 Pennsylvania Value Added Assessment System (PVAAS) results** provided evidence that students in grades 4 and 7 for the last three years did not meet the standard for PA Academic Growth in the area of math.

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**Systemic Challenge #3** (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

**2017 Pennsylvania Value Added Assessment System (PVAAS) results** provided evidence that students in grades 4 and 7 for the last three years did not meet the standard for PA Academic Growth in the area of math.

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**Student achievement, growth, attendance, and discipline data and perceptual data collected informally as a result of the various communications and interactions that occur between school personnel and with students and families** suggest the need for continued development and

implementation of comprehensive academic and behavioral interventions and supports. Specifically, an increasingly diverse and well-rounded collection of interventions and supports is needed to reduce obstacles at school and minimize the impact of external factors beyond the school's control that impede the progress of at-risk students who struggle with learning and/or social-emotional situations and issues that make succeeding in school difficult.

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**During work sessions completed by district's Comprehensive Planning District-Level Steering Committee**, questions were raised regarding whether or not students had enough opportunities beyond the four walls of the classroom to ensure that students graduate well prepared for post secondary education and work in the competitive global marketplace.

**Systemic Challenge #4 (Guiding Question #5)** Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Aligned Concerns:**

**2017 Pennsylvania Value Added Assessment System (PVAAS) results** provided evidence that students in grades 4 and 7 for the last three years did not meet the standard for PA Academic Growth in the area of math.

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**Systemic Challenge #5** (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Aligned Concerns:**



**2017 Pennsylvania Value Added Assessment System (PVAAS) results** provided evidence that students in grades 4 and 7 for the last three years did not meet the standard for PA Academic Growth in the area of math.

**2017 Pennsylvania Value Added Assessment System (PVAAS) results** provided evidence that students in Grades 4-8 comprising groups predicted to achieve at the Advanced level did not meet the growth standard on the PSSA ELA assessment, and students predicted to score Proficient/Advanced in Grades 4, Advanced in Grade 6, and Basic, Proficient, & Advanced in Grade 7 did not meet the growth standard on the PSSA Math assessment.

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**Systemic Challenge #6** (*Guiding Question #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

**Aligned Concerns:**

**2017 Pennsylvania Value Added Assessment System (PVAAS) results** provided evidence that students in grades 4 and 7 for the last three years did not meet the standard for PA Academic Growth in the area of math.

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**2017 Pennsylvania Value Added Assessment System (PVAAS) results** provided evidence that students in Grades 4-8 comprising groups predicted to achieve at the Advanced level did not meet the growth standard on the PSSA ELA assessment, and students predicted to score Proficient/Advanced in Grades 4, Advanced in Grade 6, and Basic, Proficient, & Advanced in Grade 7 did not meet the growth standard on the PSSA Math assessment.

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During **Finance Committee and District Leadership Team Meetings**, discussions took place about an area of growth focusing on operational excellence to ensure that comprehensive business rules can be in place to guide the work of the leadership team an the Board of School Directors.

# District Level Plan

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## Action Plans

**Goal #1:** Hempfield School District will engage learners in standards-aligned, meaningful, and authentic learning experiences designed to prepare them to be competitive and successful in their chosen post-secondary pathway.

### Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

### Indicators of Effectiveness:

Type: Annual

Data Source: Future Ready PA Index - Building Level Results

Specific Targets: At a minimum, building targets will be achieved on a yearly basis as reported by PDE's Future Ready PA Index.

Type: Annual

Data Source: State Standardized Tests (PSSA and Keystone Exams)

Specific Targets: PSSA and Keystone Exam achievement data scores (aggregated and disaggregated by historically under-performing subgroups) will increase in all schools and tested subject areas from one year to the next during the plan cycle.

Type: Interim

Data Source: District-Adopted Benchmark and Diagnostic Assessments (CDTs, GRADE, DIBELS, etc.)

Specific Targets: Students, in aggregate and by subgroup, will demonstrate increased achievement and/or growth from one administration of each assessment to the next (2 or 3 times per year at a minimum) during each year of the plan cycle.

Type: Interim

Data Source: Curriculum-Based Assessments (specific to each course and content area)

Specific Targets: Student cohorts, in aggregate and by subgroup, will demonstrate improved achievement on common, end-of-unit summative assessments from one administration to the next during the planning cycle in all grade levels and content areas.

### ***Strategies:***

*Strengthen standards-aligned unit plans (learning goals, assessments, and instruction) in all content areas across the K-12 system.*

### **Description:**

In the spring of 2010, the Hempfield School District initiated the implementation of a 6-year curriculum cycle that involves assessing existing curricula, researching best practices related to specific content areas and pedagogy more generally, refining existing or developing new curricula based on needs assessments and research conducted, acquiring resources and providing professional development needed to effectively implement curricular revisions, and implementing and progress monitoring any changes made within the content area targeted for that particular year in the cycle. Fourteen content areas were assigned to different years within the cycle so that different subject disciplines would be involved in different aspects of the curriculum cycle in any given year. As each content area is deep in the cycle and some have begun the second round of the cycle, the need for strengthening and confirming the alignment is critical.

This strategy seeks to ensure that learning targets (KUDs) for each unit of study in every course, content area, and grade level are identified and mindfully considered as instruction and assessment experiences are planned by all teachers. Alignment of what we desire students to know, understand, and do as a result of instruction; the manner in

which we intend to assess what students know, understand, and can do; and the instructional experiences implemented to ensure students know, understand, and can do what is intended for in every course or grade level is the reason this strategy has been identified and the UbD Framework was selected to guide the development/refinement of district curricular programs.

**Sources:**

- PDE's Standards Aligned System (SAS): [www.pdesas.org](http://www.pdesas.org)
- <https://www.learningsciences.com/wp/wp-content/uploads/2017/06/Aligning-Standards-Report-2015.pdf>

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

*Strengthen the use of evidence-based, instructional strategies to equip students to apply their learning in meaningful and authentic ways.*

**Description:**

Over the years, the Hempfield School District has been engaged in training teachers to apply instructional practices in classrooms to meet the varied needs of a student body that has become increasingly diverse over the past 10 years. Central to these training efforts have been the development of teacher understanding and application of the philosophy and strategies associated with Differentiated Instruction (Tomlinson), knowledge and use of practices intended to build students' literacy skills across content areas (Tovani, Gallagher, etc.), and understanding and integration of best practices presented in the Framework for Teaching (Danielson). Of particular note is that the Framework for Teaching now constitutes the Foundation of Pennsylvania's recently implemented Educator Effectiveness System (EES) and has constituted the backbone of Hempfield's supervision and evaluation program for professional staff for more than 10 years.

Although district and state assessment data suggest gains have certainly occurred with regard to the enhancement of teachers' instructional practices across the school system over the past several years, available student achievement and growth data also indicate that the application of evidence-based practices is not yet consistent across content areas, grade levels, and/or schools and that there continues to be room and need for growth with regard to teacher pedagogy. This strategy is intended to ensure that evidence-based instructional strategies are prevalent in all district classrooms and schools in ways that ensure all students have access to rigorous and engaging learning experiences, account for student differences, and seamlessly integrate digital resources and technology in ways that allow students to apply their learning in meaningful and authentic ways.

Sources:

- [http://www.acei.org.au/acei/ACEI\\_docs/Publications/e-Teaching/2016/e-Teaching\\_2016\\_10.pdf](http://www.acei.org.au/acei/ACEI_docs/Publications/e-Teaching/2016/e-Teaching_2016_10.pdf)
- Book: Tasks Before Apps
- Book: Authentic Learning in the Digital Age

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

*Graduate students who are ready to enter the workforce or prepared to choose the most appropriate post-secondary education option that will prepare them for their career pathway(s).*

**Description:**

With the renewed focus on college and career readiness across the nation and specifically in Pennsylvania public schools, the Hempfield School District is committed to ensure that graduates are ready to enter the workforce or prepared to choose the most appropriate post-secondary education option that will prepare them for their career pathway(s). When students are prepared for and have a post-secondary plan, they are more inclined to follow through on their plan. It is critical that students understand the multitude of options available to them and receive the necessary supports to understand the options prior to making post-secondary decisions. In addition, it is critical that students receive feedback regarding the necessary interpersonal and intrapersonal skills needed to be successful in the fields of study that students are seeking to enter after high school. This specific strategy will assist students in being prepared to be competitive and successful in their chosen post-secondary path-way.

Sources:

- <https://www.hanoverresearch.com/insights-blog/why-college-and-career-readiness-is-an-integral-component-of-k-12-education/>
- <https://www2.ed.gov/policy/elsec/leg/blueprint/college-career-ready.pdf>
- <https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/CEWStandards/Main/Career%20Readiness%20Guidance.pdf>

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

***Implementation Steps:***

*Ensure that learning experiences and assessments align to targeted standards-based learning goals.*

**Description:**

**Description:** Instruction-assessment cycle aligned to targeted standards-based learning goals

**Evidence:** Unit KUD charts with standard code noted with their corresponding “Do” statements, Summative Assessment Item Alignment and Scoring Guides, Lesson Topic Sequence Charts and Lesson Plans aligned with standards targeted (KUD) and assessed (summative and formative assessments)

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Strengthen standards-aligned unit plans (learning goals, assessments, and instruction) in all content areas across the K-12 system.

*Provide a system for receiving, processing and responding to data-driven feedback on district written curriculum components.*

**Description:**

**Description:** A system for receiving, processing and responding to data-driven feedback on district written curriculum components

**Evidence:** Electronic “ticket system” with date stamping archiving functionality

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Strengthen standards-aligned unit plans (learning goals, assessments, and instruction) in all content areas across the K-12 system.



*Embed Science, Technology, Engineering, and Mathematics (STEM) and computer science knowledge and skills throughout the K-12 curriculum.*

**Description:**

**Description:** STEM and computer science knowledge and skills embedded throughout the K-12 curriculum

**Evidence:** Inventory of STEM learning experiences for students K-12 (Google Doc); Project-Based Learning & Assessment Design Templates; Embedding PDE endorsed computer science standards across our written curriculum

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Strengthen standards-aligned unit plans (learning goals, assessments, and instruction) in all content areas across the K-12 system.

*Enhance our educators' knowledge and skillsets to engage students in learner-focused instruction and assessments.*

**Description:**

**Description:** Teacher PD for engaging students in learner-focused instruction and assessments

**Evidence:** Teacher PD Sessions; book study/professional learning community groups; walk through & observation data

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Strengthen the use of evidence-based, instructional strategies to equip students to apply their learning in meaningful and authentic ways.

*Increase opportunities for students to Create, Collaborate, think Critically, and Communicate.*

**Description:**

**Description:** Students engaged in classroom learning opportunities that focus on Creating, Collaborating, thinking Critically, and Communicating

**Evidence:** Project-Based Learning & Assessment lesson design templates; lesson plans; walk through & observation data

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Strengthen the use of evidence-based, instructional strategies to equip students to apply their learning in meaningful and authentic ways.

*Increase meaningful and authentic project-based learning experiences and assessments within and across the content areas.*

**Description:**

**Description:** Students engaged in meaningful and authentic project-based learning experiences and assessments within and across the content areas

**Evidence:** K-12 inventory of Project-Based Learning & Assessment (PBL & A) experiences offered to students; PBL & A design templates; lesson plans; walk through & observation data

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Strengthen the use of evidence-based, instructional strategies to equip students to apply their learning in meaningful and authentic ways.

*Build structures and systems that enable educators to provide feedback to students and families regarding the development and use of interpersonal and intrapersonal skills.*

**Description:**

**Description:** Improved feedback on student's use of interpersonal and intrapersonal skills provided to students and families; inclusion of improved feedback expectations noted in the HSD Grading-and-Reporting Guidelines

**Evidence:** Updated Grading-and-Reporting Guidelines document and updated report cards reflecting improved feedback on student's use of interpersonal and intrapersonal skills provided to students and families

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Graduate students who are ready to enter the workforce or prepared to choose the most appropriate post-secondary education option that will prepare them for their career pathway(s).

*Develop and/or improve digital literacy skills in all learners.*

**Description:**

**Description:** Improved digital literacy skills in all learners (K-12)

**Evidence:** More students using digital texts and tools when learning; Librarian formative assessment data, Schoology Data

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Graduate students who are ready to enter the workforce or prepared to choose the most appropriate post-secondary education option that will prepare them for their career pathway(s).

*Identify and strengthen a variety of systemic career awareness activities and opportunities for all students.*

**Description:**

**Description:** Provide students with career awareness learning opportunities throughout the curriculum (K-12)

**Evidence:** Chapter 339 student portfolios; District documentation of K-12 career awareness learning opportunities

**Start Date:** 7/1/2019      **End Date:** 7/1/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Graduate students who are ready to enter the workforce or prepared to choose the most appropriate post-secondary education option that will prepare them for their career pathway(s).

**Goal #2:** Hempfield School District will reduce barriers to student learning and implement interventions/supports to meet the academic and personal growth needs of students.

**Related Challenges:**

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Future Ready PA Index - All Building Level Indicators

Specific Targets: At a minimum, building targets will be achieved on a yearly basis as reported by PDE's Future Ready PA Index.

Type: Annual

Data Source: State Assessment Scores (PSSA and Keystone Exams)

Specific Targets: PSSA and Keystone Exam achievement data scores for historically under-performing subgroups in all schools and tested subjects will increase enough to meet the annual targets set by the state in each year of the planning cycle.

Type: Annual

Data Source: State Assessment Scores (PSSA and Keystone Exams)

Specific Targets: PVAAS data will provide evidence that groups of students in all schools and tested subjects areas that are predicted to score non-proficient on the exams have realized at least one year's growth.

Type: Interim

Data Source: District-Adopted Benchmark and Diagnostic Assessments (GRADE, DIBELS, etc.)

Specific Targets: Students identified as "at-risk" (based on state or district assessment data) will demonstrate increased achievement and/or growth from one administration of each assessment to the next (2 or 3 times per year at a minimum) during each year of the plan cycle.

Type: Interim

Data Source: Curriculum-Based Assessments (specific to each course and content area)

Specific Targets: Students identified as "at-risk" (based on state or district assessment data) will demonstrate achievement and/or growth on common, end-of-unit summative assessments in all grade levels and content areas that is comparable to the general student population, in all grades and content areas.

Type: Interim

Data Source: Student Attendance and Discipline Data

Specific Targets: Daily student attendance rates in all schools will be maintained at or above 95% and student discipline referrals will decline from one year to the next over the course of the planning cycle.

### ***Strategies:***

*Provide opportunities to meet the social and emotional health needs of our students.*

#### **Description:**

For years, we have read, studied, and learned about the importance of Maslow's hierarchy of needs and its connection to education/learning. In order for students to be ready to learn and achieve at high levels, schools must provide supports for and address the social and emotional health needs of students. According to an interim report published by The Aspen Institute - National Commission on Social, Emotional, and Academic Development, effectively weaving social, emotional, and academic components into the fabric of a school helps students remain motivated to develop skills to navigate and succeed within their learning communities and to serve as responsible, contributing members of society.

Focusing on opportunities to meet the social and emotional health needs of our students will aid in reducing the barriers to learning that prevent students from maximizing their ability to grow, achieve, and succeed as they progress through the school system.

Sources:

- [https://assets.aspeninstitute.org/content/uploads/2018/01/2017\\_Aspen\\_InterimReport\\_Update2.pdf](https://assets.aspeninstitute.org/content/uploads/2018/01/2017_Aspen_InterimReport_Update2.pdf)

- <https://www.air.org/sites/default/files/downloads/report/Intersection-School-Climate-and-Social-and-Emotional-Development-February-2017.pdf>
- <https://www.education.pa.gov/K-12/Safe%20Schools/Pages/School-Climate.aspx>

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

*Create an emotionally safe and supportive learning environment for all students.*

**Description:**

Research findings have been consistent for years, the number one factor that contributes to student success is directly connected to the educator assigned to the students to serve as their teacher. While educators need to develop strong, positive relationships with their students, they also must create an emotionally safe and supportive learning environment for all students. This type of learning environment enables students to develop their self-awareness, regulate their emotions, develop social awareness, form strong relationships with others, and often demonstrate responsible decision making. They skills are critical not just in the classroom, but also in society.

**Sources:**

- <https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety>
- <https://all4ed.org/four-elements-for-creating-a-positive-learning-environment/>
- <http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/a-framework-for-safe-and-successful-schools>
- <https://www.pdesas.org/SafeSupportiveSchools>

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

*Create opportunities for all students to be ready for their post-secondary pathway(s) upon graduation.*

**Description:**

Student graduating high school today not only need high levels of literacy and mathematics, but also interpersonal and intrapersonal skills regardless of the pathway they choose post high school. According to research, (Carnevale et al., 2010), cited in the paper *Building a Pathway to the Future: Maximizing High School Guidance and Advisory Support* published by a office within the U.S. Department of Education, by 2018, more than three-fifths of all jobs will require some form of postsecondary education. As a result, high schools must prepare students for both in postsecondary education and training. According to the paper referenced above, high schools need to provide opportunities for students to construct individualized pathways throughout their

high school experience in order to increase the likelihood for student success at the next level.

Sources:

- <https://www2.ed.gov/programs/slcp/finalbuilding.pdf>
- [https://ccrcenter.org/sites/default/files/College%20and%20Career%20Readiness%20and%20Success%20Organizer%20Brief\\_FINAL.pdf](https://ccrcenter.org/sites/default/files/College%20and%20Career%20Readiness%20and%20Success%20Organizer%20Brief_FINAL.pdf).

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

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

*Provide professional development opportunities for staff on current social and emotional health concerns, recognizing warning signs or symptoms, and securing assistance.*

#### **Description:**

**Description:** The district will infuse social and emotional professional development within the current professional development structures. In addition, more focused professional development will be provided to help staff members identify students struggling with mental health concerns. The district will also explore offering professional development opportunities, pertaining to mental health, outside the traditional work day.

**Evidence:** Professional development offering records (My Learning Plan), Professional development sign-in sheets, and counseling referral data.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

#### **Supported Strategies:**

- Provide opportunities to meet the social and emotional health needs of our students.



*Provide systems to identify students with mental health needs and provide the links to resources to support their needs.*

**Description:**

**Description:** The district will expand mental screenings to more grades/school buildings than previously screened. Existing screening protocol will be refined to increase efficiency and effectiveness to accommodate the increase in application.

**Evidence:** Behavioral Health Screening administration data, successful linkages to resources (in and outside the school), and counseling referral data.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Provide opportunities to meet the social and emotional health needs of our students.

*Partner with agencies and organizations to provide additional services in our schools to meet the mental health needs of our students.*

**Description:**

**Description:** The district will explore a comprehensive array of services to meet the mental health needs of our students. The district will expand school based counseling services and explore new partnerships to fulfill student need, as well as professional development opportunities for our staff.

**Evidence:** Agency Service Memorandums of Understandings, Professional development offering records (My Learning Plan), , and counseling referral data.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Provide opportunities to meet the social and emotional health needs of our students.

*Create positive classroom environments and establish safety nets so students feel safe to take academic risks.*

**Description:**

**Description:** The district will continue to focus on creating positive classroom environments where all students feel safe, engaged, and valued. Classroom environments that encourage student growth through rigor, while offering appropriate supports for all.

**Evidence:** Principal Evaluations, District Walk-Through Tool, and school building data (SWPBIS)

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Create an emotionally safe and supportive learning environment for all students.

*Continue to strengthen and align Multi-Tiered Systems of Support (MTSS) for student learning, establishing consistency across the district when appropriate.*

**Description:**

**Description:** The district needs to broaden and systematize MTSS to ensure the provision of consistent academic interventions. In the previous Comprehensive Plan the district focused on more behavioral interventions. We need to continue to research, design and implement consistent behavioral interventions as well consistent academic interventions for struggling students.

**Evidence:** Principal Evaluations, District Walk-Through Tool, Discipline Data, School Building Data (SWPBIS)

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Teacher Induction, Student Services

**Supported Strategies:**

- Create an emotionally safe and supportive learning environment for all students.

*Enhance understanding and supports for families and students on the importance of regular attendance.*

**Description:**

**Description:** While the school district is continually exploring ways to provide services to our students and their families outside the traditional school day, a majority of our services are still provided during the school day. Students must be present to successfully access these services as well as their education. Historical district attendance rates are positive, however to improve our student attendance, we need to partner more closely with families. The district needs to help educate families on the importance of school attendance as well as helping families navigate potential barriers to regular school attendance.

**Evidence:** School attendance data and attendance procedure documentation (SAIP, Diversion Programs, Citations)

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Create an emotionally safe and supportive learning environment for all students.

*Expand and improve relationships with local businesses to increase career exposure through speakers, career activities, and internship opportunities for students.*

**Description:**

**Description:** The district recognizes that our community businesses can provide genuine career experiences for our students. It is important for the district to foster positive relationships with our local business community in effort to provide our students with internships, shadowing opportunities, and other career activities. Increasing student career exploration in their community allows them to make connections, learn new skills, and help students decide on a post-secondary path. In some instances, providing the community businesses with the skilled workers they seek.

**Evidence:** Student Schedules (Internships), Career Exploration Activities, Postgraduate Survey Data, School Business Advisory Counsel

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Create opportunities for all students to be ready for their post-secondary pathway(s) upon graduation.

*Provide learning opportunities that focus on career pathways, career trends, and post-secondary education awareness.*

**Description:**

**Description:** Partnering with local businesses is an important step in career exploration, however the district needs to be able to provide flexibility in the school structure for students to explore these career opportunities. In addition, the school

district needs to continue to explore the meaning of college and career readiness, not only through the student lens, but also through the family lens. We need to provide information on career trends, focus our career exploration activities, and increase opportunities for students to apply this knowledge.

**Evidence:** Student Schedules (Internships), Career Exploration Activities, Parent Survey, School Business Advisory Counsel

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Create opportunities for all students to be ready for their post-secondary pathway(s) upon graduation.

**Goal #3:** Hempfield School District will enhance systems, processes, and platforms that foster strong community partnerships to support and promote the district's vision.

**Related Challenges:**

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Annual

Data Source: School Community/Communication Surveys

Specific Targets: Stakeholder feedback will indicate that the district's systems, processes, and platforms are supporting and promoting the district's vision.

***Strategies:***

*Execute integrated marketing communications across all platforms to ensure seamless, consistent communication experiences for all audiences.*

**Description:**

The Hempfield School District uses a wide variety of tools and media to communicate with district stakeholders, including but not limited to: the parent portal within our student information system, district and school specific webpages, the HSD mobile app, school-specific Facebook pages, district-wide Twitter posts, the district produced annual report and biannual Round Table periodicals, a web-based calendar, YouTube videos, the Hempfield Happenings Cable TV show, school newsletters, email, board meetings, community forums, and Parent Advisory Councils. While the district has a wide variety to platforms, the goal of executing integrated marketing communications is to ensure that all forms of communication are seamlessly linked together. Furthermore, all stakeholders connected to the school district have a story to tell about the positive impact the district is making on students and the community alike. As a result, we need to ensure that there is seamless, consistent communication experiences for all of the stakeholders in order to promote and strengthen the district's brand.

**Sources:**

- Book: Promo
- Book: Digital Leadership: Changing Paradigms for Changing Times
- Book: BrandED: Tell Your Story, Build Relationships, and Empower Learning
- <https://www.forbes.com/sites/forbesagencycouncil/2018/01/16/why-integrated-marketing-needs-to-be-the-foundation-of-your-b2b-strategy/#1fc854e76eff>

**SAS Alignment:** None selected

*Strengthen connections with community groups/organizations to build supportive relationships, promote two-way dialogue, and positively impact the school community.*

**Description:**

Researchers cite parent-family-community involvement as a key to addressing school attendance and dropout challenges (Belfield and Levin, 2007) and notes that strong school-family-community partnerships lead to higher educational aspirations and more motivated students (Barton, 2003).

A summary of Epstein's Six Types of Involvement framework (Epstein, Coates, Salinas, Sanders, & Simon, 1997), as cited by the National Network of Partner Schools (2014) provides suggestions for how educators can develop more effective programs to strengthen school-family-community partnerships. Epsteins Types of Involvement include:

1. Assisting families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
2. Communicating with families about school programs and student progress through effective school-to-home and home-to-school communications.
3. Improving recruitment, training, and other processes to involve families as volunteers and audiences at the school or in other locations to support students and school programs.
4. Involving families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.
5. Including families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.
6. Coordinating resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

This strategy will allow the district to address emergent needs related to building and strengthening community relationships in order to positively impact students and the community.

Sources:

- [https://www.researchgate.net/publication/237526455\\_Moving\\_Forward\\_Ideas\\_for\\_Research\\_on\\_School\\_Family\\_and\\_Community\\_Partnerships](https://www.researchgate.net/publication/237526455_Moving_Forward_Ideas_for_Research_on_School_Family_and_Community_Partnerships)
- [https://www.nea.org/assets/docs/PB11\\_ParentInvolvement08.pdf](https://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf)

**SAS Alignment:** None selected

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

*Evaluate and refine existing communications protocols to ensure consistent delivery of information across buildings and in classrooms.*

#### **Description:**

**Description:** Information from our overall district, from our school principals, and our classroom teachers is delivered to parents/guardians/families in forms that are reliable, uniform, and understandable. The information is layered on a variety of channels, thus keeping stakeholders well-informed by meeting them on the platforms they are current utilizing.

**Evidence:** Development of protocols for building principals and classroom teachers; Recurrent use of communications channels by district staff; PD for district principals and teaching staff

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Execute integrated marketing communications across all platforms to ensure seamless, consistent communication experiences for all audiences.

*Work collaboratively with families to ensure connection to communication channels and resources that strengthen partnerships.*

**Description:**

**Description:** Engage stakeholders to determine strengths and weaknesses of district communications and to understand the varied resource needs of these stakeholders. Connect stakeholders to existing resources, create new resources, or offer links to external resources based on feedback.

**Evidence:** Utilization of both traditional and non-traditional outreach methods to connect with parents/guardians/families; Delivery of trainings, learning & information sessions for stakeholder audiences.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):****Supported Strategies:**

- Execute integrated marketing communications across all platforms to ensure seamless, consistent communication experiences for all audiences.

*Ensure that district communication channels and resources are accessible for all individuals.*

**Description:**

**Description:** Consider the varying accessibility needs of our parents/guardians/families and remove barriers in order to promote effective communications and interactions.

**Evidence:** Create districtwide accessibility guidelines and offer topical PD to principals and teaching staff. Make continuous improvements to website to ensure that this communications tool meets WCAG 2.0 standards. Create communications that are available in multiple languages. Provide alternative format options for individuals with vision/hearing/speech disabilities.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022



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

**Supported Strategies:**

- Execute integrated marketing communications across all platforms to ensure seamless, consistent communication experiences for all audiences.

*Develop avenues for members of the local community to engage with our students, sharing talents, skills, and resources.*

**Description:**

**Description:** Through networking and outreach, provide mutually beneficial opportunities for varied members of the local community to offer support and mentorship of students.

**Evidence:** Survey local business to determine where partnerships might be possible. Explore networking opportunities for district leaders to formalize relationships. Develop a bank of field opportunities, such as internships and job shadowing, for staff & students to access.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Strengthen connections with community groups/organizations to build supportive relationships, promote two-way dialogue, and positively impact the school community.

*Build stakeholder capacity to share the district's positive impact through a multi-faceted communication model.*

**Description:**

**Description:** Utilize a distributed model to improve the effectiveness of telling positive stories about the district's impact on students.

**Evidence:** Development of social media protocols for districtwide use of social media. PD for principals and teaching staff on effective uses of social media. Robust use of social media by principals and teaching staff.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Strengthen connections with community groups/organizations to build supportive relationships, promote two-way dialogue, and positively impact the school community.

*Amplify efforts to tell the district's story through compelling and celebratory anecdotes featuring the benefits and impact of Hempfield School District for all students.*

**Description:**

**Description:** Create value and shared ownership of Hempfield School District through the development of personalized stories about students and staff that create conversation effectively showcase positive impacts.

**Evidence:** Enhanced use and/or development of key communicator groups, such as a Parent Advisory Council, Business Advisory Council, and Student Advisory Council. Providing students and staff with information to help tell the Hempfield story at community/volunteer/alumni events.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):**

**Supported Strategies:**

- Strengthen connections with community groups/organizations to build supportive relationships, promote two-way dialogue, and positively impact the school community.

**Goal #4:** Hempfield School District will develop and continually improve operational systems and practices to create a strong infrastructure that supports and enhances teaching and learning.

**Related Challenges:**

- Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and

accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Annual Audit

Specific Targets: The school district will adhere to Governmental Auditing Standards and the Uniform Guidance and our internal controls and operating efficiency will be recognized, at a minimum, of meeting the expected standards.

Type: Annual

Data Source: Safety Audits

Specific Targets: Safety audits will be conducted, as required by law, and our district's practices will be in compliance with state and national standards.

***Strategies:***

*Implement and refine processes for hiring, training, evaluating and retaining quality employees.*

**Description:**

Hiring is one of the most, if not the most important thing that organizational leaders do. Therefore, it is critical for any organization to have strong hiring, training, and evaluation procedures in place. In addition, it is critical that all leaders within the organization not only understand these procedures, but embrace them as every hire is not only an investment, but also critical component to the success of the organization. By focusing on this strategy, our district will be able to develop and continually improve our operational systems and practices in an effort to create a strong infrastructure that supports and enhances teaching and learning.

Sources:

- <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/managingforemployeeretention.aspx>
- <https://www.education.pa.gov/Teachers%20-%20Administrators/Educator%20Effectiveness/Pages/default.aspx>
- <https://www.entrepreneur.com/article/254430>

**SAS Alignment:** None selected

*Review and refine operational processes to balance stakeholder and district needs while remaining legally compliant, ethical, efficient, and fiscally responsible.*

**Description:**

School districts are often faced with making decisions regarding competing priorities from various stakeholder groups. However, while organizational leaders and school board members are often pulled in multiple directions, school districts must remain legally compliant, ethical, efficient, and fiscally responsible. In an effort to achieve this, the district needs to review and refine its operational processes. This will require a collaborative effort but it will ultimately allow the district to focus on its business - teaching and learning.

**Sources:**

- <https://www.education.pa.gov/Documents/Teachers-Administrators/Property%20Tax%20Relief/SSAct1%20Timeline%202018-19%20Fiscal.pdf>
- <https://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Pages/default.aspx>
- <https://www.pasbo.org/act1info>

**SAS Alignment:** None selected

*Improve interdepartmental communication and collaboration to promote greater understanding and the development of innovative operational solutions for district challenges.*

**Description:**

Too often, departments within organizations operate in silos while everyone is working toward the same goal. When organizational leaders improve interdepartmental communication and collaboration, employees gain a greater understanding of the district's mission and vision and they positively impact the success of the organization. It is our intention to strengthen the collaborative efforts within and across departments

to positively impact teaching and learning while developing innovative operational solutions for district challenges.

Sources:

- <https://www.aacu.org/publications-research/periodicals/collaborating-learn-learning-collaborate>

**SAS Alignment:** None selected

*Examine and enhance safety and security processes and practices across the district.*

**Description:**

According to the National Association of School Psychologists, safety is essential to student well-being and learning and students who do not feel supported and safe at school, both physically and psychologically, cannot learn to their fullest potential. In addition, organizations must assure safe and healthful working conditions for their employees under the Occupational and Safety Health Act. By focusing on the safety of the students and employees of the school district, we will not only strengthen the learning and working environments, but also help ensure that the district's vision of personal growth, achievement, and success for everyone is attained.

Sources:

- <https://www.education.pa.gov/K-12/Safe%20Schools/Pages/default.aspx>
- <https://www.pdesas.org/SafeSupportiveSchools>
- <https://www.nasponline.org/research-and-policy/current-law-and-policy-priorities/briefings/rethinking-school-safety-schools-and-communities-working-together>
- <https://www.dol.gov/general/topic/safety-health>

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

*Expand onboarding processes for all newly hired staff across the district and conduct orientation programs throughout the year.*

**Description:**

**Description:** Hiring quality and qualified employees is just the start of the process. As a district, we have developed a strong onboarding process (helps employees gain knowledge, understand expectations, and standards for their positions) for the teaching staff at the start of the school year. We will expand and improve our processes to

include support staff employees and any employees hired outside the typical start of school timeframe. The orientation programs throughout the year will allow new employees to receive mandated training and new employee topics are the start of their employment with the district.

**Evidence:**

- Specific feedback from employees at initial evaluations that they understood the responsibilities and expectation of their roles
- Information from exit interviews (particularly any leaving within one year) that lack of understanding responsibilities or expectations is not a significant contributor to their leaving the district

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Implement and refine processes for hiring, training, evaluating and retaining quality employees.

*Develop and offer mentoring and training programs to provide legally-mandated and district-required trainings as well as ongoing professional and career growth experiences for all employees.*

**Description:**

**Description:** There are two aspects to this implementation step. The district offers mentoring to new teachers, this mentor program would be expanded & offered to hourly support staff. Additionally, the district has used multiple training programs to accomplish & track mandated training. This program(s) will be expanded to accomplish online & more traditional delivery. Completion and recurring requirements will be tracked through more automated systems.

**Evidence:**

- New employees will find value in the mentoring program - direct feedback and survey results
- Training system with allow the delivery through multiple platforms/processes
- Tracking of required training will be tracked and monitored clearly

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Implement and refine processes for hiring, training, evaluating and retaining quality employees.

*Provide systems for receiving, processing, and responding to feedback from employees.*

**Description:**

**Description:** This feedback will be obtained and analysis through surveys, districtwide and smaller group meetings

**Evidence:**

- 60% or more of applicable employees will participate in surveys
- Feedback will indicate the employees agree that they have avenues to have concerns heard

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):**

**Supported Strategies:**

- Implement and refine processes for hiring, training, evaluating and retaining quality employees.

*Develop a change management process to ensure input and feedback opportunities are available.*

**Description:**

**Description:** Develop a process for leaders to evaluate potential changes & determine what other departments could be impacted directly or indirectly. These impacted departments will be engaged in the process change to provide input and feedback.

**Evidence:**

- Change management process shared with all leaders across the district.
- Minimize inadvertent consequences or negative impacts to departments from changes developed and implemented by another leader without feedback or input from those other departments.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):****Supported Strategies:**

- Review and refine operational processes to balance stakeholder and district needs while remaining legally compliant, ethical, efficient, and fiscally responsible.

*Review and refine existing workflows and processes to improve services.*

**Description:**

**Description:** Develop a customer-focused approach to workflow and process throughout the district. How to fulfill requirements while considering the impact on customers. Be able to communicate the why.

**Evidence:**

- Multiple workflows and processes more streamlined - less time and effort required to accomplish
- Redundant process reduced
- More time and energy committed to activities directed to district mission and vision

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Teacher Induction**Supported Strategies:**

- Review and refine operational processes to balance stakeholder and district needs while remaining legally compliant, ethical, efficient, and fiscally responsible.

*Develop and/or improve the use of digital tools, processes, and structures to facilitate communication and information sharing across departments.*

**Description:**

**Description:** There are common or similar issues and solutions across multiple departments. Develop venues and opportunities for sharing successes and failures to improve operations across multiple departments.



**Evidence:**

- Prevent departments from struggling for solutions on their own when others have developed applicable potential solutions
- Successful hiring, onboarding, employee engagement, training, etc.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):****Supported Strategies:**

- Improve interdepartmental communication and collaboration to promote greater understanding and the development of innovative operational solutions for district challenges.

*Implement an internal advisory group to review data and processes and to recommend improvements for district operations.*

**Description:**

**Description:** The district has a data council for the various stakeholders of student data to ensure compliance and needs for the data are addressed. This step will develop a similar approach(es) for employee and operational data stakeholders.

**Evidence:**

- Necessary data shared across departments with accuracy and security without redundant or unnecessary repetitive databases.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):****Supported Strategies:**

- Improve interdepartmental communication and collaboration to promote greater understanding and the development of innovative operational solutions for district challenges.

*Standardize, when appropriate, security practices, resources, teams, and policies across the district.*

**Description:**

**Description:** Make sure standardize security practices and policies are implemented across the district. Any deviation will need to be reviewed and the need for deviation approved at a central office level.

**Evidence:**

- Consistent security practices demonstrated in all schools across the district

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Examine and enhance safety and security processes and practices across the district.

*Enhance working relationships with all first responder agencies that service the district.*

**Description:**

**Description:** The district is supported by 3 police departments and 5 fire companies, some of these relationships are more developed than others. Expanding the growing relationship with East Hempfield EMS coordinator.

**Evidence:**

- Involvement of respective first responders in building drills throughout the year
- Multiple interactions between first responders and building staff & students throughout year

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):**

**Supported Strategies:**

- Examine and enhance safety and security processes and practices across the district.

# Appendix: Professional Development Implementation Step Details

<b>LEA Goals Addressed:</b>	<b>Hempfield School District will engage learners in standards-aligned, meaningful, and authentic learning experiences designed to prepare them to be competitive and successful in their chosen post-secondary pathway.</b>	<b>Strategy #1: Strengthen standards-aligned unit plans (learning goals, assessments, and instruction) in all content areas across the K-12 system.</b>
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	6/30/2022	Embed Science, Technology, Engineering, and Mathematics (STEM) and computer science knowledge and skills throughout the K-12 curriculum.	<b>Description:</b> STEM and computer science knowledge and skills embedded throughout the K-12 curriculum  <b>Evidence:</b> Inventory of STEM learning experiences for students K-12 (Google Doc); Project-Based Learning & Assessment Design Templates; Embedding PDE endorsed computer science standards across our written curriculum	Assistant Superintendents and Department Leaders	6.0	6	22	IU 13 & Lancaster County STEM Alliance	IU	Yes

**Knowledge** Content knowledge and module implementation (1 per grade level) - EbD TEEMS

**Supportive Research** Inquiry-based STEM education

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.		
	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.		
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.		
	Empowers educators to work effectively with parents and community partners.		
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.		
	Provides leaders with the ability to access and use appropriate data to inform decision-making.		
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
	Instructs the leader in managing resources for effective results.		
Training Format	Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation,

implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Classroom student assessment data

Review of participant lesson plans

<b>LEA Goals Addressed:</b>	<b>Hempfield School District will engage learners in standards-aligned, meaningful, and authentic learning experiences designed to prepare them to be competitive and successful in their chosen post-secondary pathway.</b>		<b>Strategy #1: Strengthen the use of evidence-based, instructional strategies to equip students to apply their learning in meaningful and authentic ways.</b>
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Start	End	Title			Description			
7/1/2019	6/30/2022	Enhance our educators' knowledge and skillsets to engage students in learner-focused instruction and assessments.			<b>Description:</b> Teacher PD for engaging students in learner-focused instruction and assessments  <b>Evidence:</b> Teacher PD Sessions; book study/professional learning community groups; walk through & observation data			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>

Assistant Superintendents, Principals, Department Leaders	1.5	9	30	District Staff	School Entity	Yes
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**Knowledge**                      Learner focused instruction and assessment

**Supportive Research**                      Inquiry-based teaching and learn that permits students to transfer their learning to real-life situations.

**Designed to Accomplish**

	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For classroom teachers, school counselors and education specialists:	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
	Empowers educators to work effectively with parents and community partners.
	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.
For school and district administrators, and other educators seeking leadership roles:	Provides leaders with the ability to access and use appropriate data to inform decision-making.
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
	Instructs the leader in managing resources for effective results.

**Training Format**                      Series of Workshops

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<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	<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> <p>Joint planning period activities</p>	<b>Evaluation Methods</b>	<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>Classroom student assessment data</p> <p>Review of participant lesson plans</p>
<b>LEA Goals Addressed:</b>	<p>Hempfield School District will engage learners in standards-aligned, meaningful, and authentic learning experiences designed to prepare them to be competitive and successful in their chosen post-secondary pathway.</p>		<p><b>Strategy #1: Strengthen the use of evidence-based, instructional strategies to equip students to apply their learning in meaningful and authentic ways.</b></p>

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
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7/1/2019	6/30/2022	Increase meaningful and authentic project-based learning experiences and assessments within and across the content areas.	<b>Description:</b> Students engaged in meaningful and authentic project-based learning experiences and assessments within and across the content areas					
			<b>Evidence:</b> K-12 inventory of Project-Based Learning & Assessment (PBL & A) experiences offered to students; PBL & A design templates; lesson plans; walk through & observation data					
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Assistant Superintendents, Principals, Department Leaders	1.5	9	30	District Staff	School Entity	Yes

**Knowledge** Effectively designing, managing, and implementing Project-Based Learning and Assessment practices in the classroom.

**Supportive Research** Students learned best when they are engaged in the 4Cs and have the ability to transfer their learning through project-based learning and assessment options.

### Designed to Accomplish

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



	<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>		
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>		
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Other educational specialists</p>	<b>Grade Levels</b>	<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>
<b>Follow-up Activities</b>	<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>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>	<b>Evaluation Methods</b>	<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>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

Joint planning period  
activities

<b>LEA Goals Addressed:</b>	<b>Hempfield School District will engage learners in standards-aligned, meaningful, and authentic learning experiences designed to prepare them to be competitive and successful in their chosen post-secondary pathway.</b>	<b>Strategy #1: Graduate students who are ready to enter the workforce or prepared to choose the most appropriate post-secondary education option that will prepare them for their career pathway(s).</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>						
7/1/2019	6/30/2022	Develop and/or improve digital literacy skills in all learners.	<b>Description:</b> Improved digital literacy skills in all learners (K-12)						
			<b>Evidence:</b> More students using digital texts and tools when learning; Librarian formative assessment data, Schoology Data						
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		<b>Type</b>	<b>App.</b>
		Assistant Superintendents, Director of Technology, Assistant Director of Technology, Department Leaders	1.5	30	30	District Staff		School Entity	Yes

**Knowledge** Knowledge and skills connected with obtaining and using digital resources in and out of the classroom. In addition, staff will learn effective strategies to integrate technology into learning opportunities for students.

**Supportive Research** High-levels of student engagement in the digital age

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.		
	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.		
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.		
	Empowers educators to work effectively with parents and community partners.		
For school and district administrators, and other educators seeking leadership roles:	Provides leaders with the ability to access and use appropriate data to inform decision-making.		
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
	Instructs the leader in managing resources for effective results.		
Training Format	Series of Workshops Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists Related Service Personnel	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	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation,

implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Classroom student assessment data

Review of participant lesson plans

<b>LEA Goals Addressed:</b>	<b>Hempfield School District will reduce barriers to student learning and implement interventions/supports to meet the academic and personal growth needs of students.</b>	<b>Strategy #1: Provide opportunities to meet the social and emotional health needs of our students.</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
7/1/2019	6/30/2022	Provide professional development opportunities for staff on current social and emotional health concerns, recognizing warning signs or symptoms, and securing assistance.	<p><b>Description:</b> The district will infuse social and emotional professional development within the current professional development structures. In addition, more focused professional development will be provided to help staff members identify students struggling with mental health concerns. The district will also explore offering professional development opportunities, pertaining to mental health, outside the traditional work day.</p> <p><b>Evidence:</b> Professional development offering records (My Learning Plan),</p>

Professional development sign-in sheets, and counseling referral data.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Assistant Superintendents, Principals, Department Leaders, School Counselors	1.5	30	30	District Staff and Outside Agencies/Experts	School District, Non- profit Organizat ions, IU, Social and Emotiona l Health Experts	Yes

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### **Knowledge**

Our staff will learn about social and emotional health and its direct impact on student learning. In addition, more focused professional development will be provided to help staff members identify students struggling with mental health concerns and the staff's role when it comes to social and emotional health concerns.

### **Supportive Research**

For years, we have read, studied, and learned about the importance of Maslow's hierarchy of needs and its connection to education/learning. In order for students to be ready to learn and achieve at high levels, schools must provide supports for and address the social and emotional health needs of students. According to an interm report published by The Aspen Institute - National Commision on Social, Emotional, and Academic Development, effectively weaving social, emotional, and academic components into the fabric of a school helps students remain motivated to develop skills to navigate and succeed within their learning communities and to serve as responsible, contributing members of society.

Focusing on opportunities to meet the social and emotional health needs of our students will aide in reducing the barriers to learning that prevent students from maximizing their ability to grow, achieve, and succeed as they progress through the school system.

### **Designed to Accomplish**

For classroom teachers, school counselors and education specialists:	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school and district administrators, and other educators seeking leadership roles:	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
	Empowers educators to work effectively with parents and community partners.
	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	Provides leaders with the ability to access and use appropriate data to inform decision-making.
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
	Instructs the leader in managing resources for effective results.
Participant Roles	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities Offsite Conferences
Grade Levels	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex
	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

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	School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents	
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	
	Analysis of student work, with administrator and/or peers	
	Creating lessons to meet varied student learning styles	
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion	<b>Evaluation Methods</b>
	Lesson modeling with mentoring	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Joint planning period activities	Participant survey

**LEA Goals Addressed:**

**Hempfield School District will reduce barriers to student learning and implement interventions/supports to meet the academic and personal growth needs of students.**

**Strategy #1: Create an emotionally safe and supportive learning environment for all students.**

Start	End	Title	Description						
			The district will continue to focus on creating positive classroom environments where all students feel safe, engaged, and valued. Classroom environments that encourage student growth through rigor, while offering appropriate supports for all.						
7/1/2019	6/30/2022	Create positive classroom environments and establish safety nets so students feel safe to take academic risks.	Evidence: Principal Evaluations, District Walk-Through Tool, and school building data (SWPBIS)						
		Person Responsible	SH	S	EP	Provider	Type	App.	
		Assistant Superintendents, Principals, Department Leaders, School Counselors	1.5	9	30	District Staff, IU, Outside Consultants	School District, Non-profit Organizations, IU, Social and Emotional Health Experts	Yes	
		Knowledge	Create or strengthen positive classroom environments so students feel safe to take academic risks.						
		Supportive Research	Research findings have been consistent for years, the number one factor that contributes to student success is directly connected to the educator assigned to the students to serve as their teacher. While educators need to develop strong, positive relationships with their students, they also must create an emotionally safe and supportive learning environment for all students. This type of learning environment enables students to						



develop their self-awareness, regulate their emotions, develop social awareness, form strong relationships with others, and often demonstrate responsible decision making. They skills are critical not just in the classroom, but also in society.

### Designed to Accomplish

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

<b>Training Format</b>	Series of Workshops
	Professional Learning Communities
	Offsite Conferences

<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)

	Dir	Supt / Ast Supts / CEO / Ex	Middle (grades 6-8) High (grades 9-12)
		School counselors New Staff Other educational specialists Related Service Personnel	
<b>Follow-up Activities</b>		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	
		Analysis of student work, with administrator and/or peers	
		Peer-to-peer lesson discussion	
		Lesson modeling with mentoring	
		Joint planning period activities	
			<b>Evaluation Methods</b>
			Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

**LEA Goals Addressed:**

Hempfield School District will enhance systems, processes, and platforms that foster strong community partnerships to support and promote the district's vision.

**Strategy #1: Execute integrated marketing communications across all platforms to ensure seamless, consistent communication experiences for all audiences.**

**Start****End****Title****Description**

7/1/2019	6/30/2022	Evaluate and refine existing communications protocols to ensure consistent delivery of information across buildings and in classrooms.	<b>Description:</b> Information from our overall district, from our school principals, and our classroom teachers is delivered to parents/guardians/families in forms that are reliable, uniform, and understandable. The information is layered on a variety of channels, thus keeping stakeholders well-informed by meeting them on the platforms they are current utilizing.		<b>Evidence:</b> Development of protocols for building principals and classroom teachers; Recurrent use of communications channels by district staff; PD for district principals and teaching staff		
<b>Person Responsible</b> Director of Communications		<b>SH</b> 1.5	<b>S</b> 6	<b>EP</b> 30	<b>Provider</b> District Staff	<b>Type</b> School Entity	<b>App.</b> Yes
<b>Knowledge</b>		How to deliver information to parents/guardians/families in forms that are reliable, uniform, and understandable.					
<b>Supportive Research</b>		Fill in					
<b>Designed to Accomplish</b>							
For classroom teachers, school counselors and education specialists:		Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.					
For school and district administrators, and other educators seeking leadership roles:		Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.					
<b>Training Format</b>		Series of Workshops					

Department Focused Presentation  
Offsite Conferences

<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
		School counselors New Staff		
<b>Follow-up Activities</b>		Coaching/modeling and evaluating communications developed by staff	<b>Evaluation Methods</b>	Participant survey

<b>LEA Goals Addressed:</b>	<b>Hempfield School District will enhance systems, processes, and platforms that foster strong community partnerships to support and promote the district's vision.</b>	<b>Strategy #1: Execute integrated marketing communications across all platforms to ensure seamless, consistent communication experiences for all audiences.</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
7/1/2019	6/30/2022	Ensure that district communication channels and resources are accessible for all individuals.	<p><b>Description:</b> Consider the varying accessibility needs of our parents/guardians/families and remove barriers in order to promote effective communications and interactions.</p> <p><b>Evidence:</b> Create districtwide accessibility guidelines and offer topical PD to principals and teaching staff. Make continuous improvements to website to ensure</p>

that this communications tool meets WCAG 2.0 standards. Create communications that are available in multiple languages. Provide alternative format options for individuals with vision/hearing/speech disabilities.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Communications, Director of Technology	1.5	6	30	District Staff	School Entity	Yes

### Knowledge

Creating accessible communications for all stakeholders

### Supportive Research

While the district has a wide variety to platforms, the goal of executing integrated marketing communications is to ensure that all forms of communication are seamlessly linked together. Furthermore, all stakeholders connected to the school district have a story to tell about the positive impact the district is making on students and the community alike. As a result, we need to ensure that there is seamless, consistent communication experiences for all of the stakeholders in order to promote and strengthen the district's brand.

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Instructs the leader in managing resources for effective results.

### Training Format

Series of Workshops  
Offsite Conferences

### Participant Roles

Classroom teachers  
Principals / Asst. Principals

### Grade Levels

Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)

	Dir	Supt / Ast Supts / CEO / Ex	Middle (grades 6-8) High (grades 9-12)
		School counselors New Staff Related Service Personnel	
<b>Follow-up Activities</b>		Coaching/Modeling and evaluating communications that are produced by district staff	Website meets WCAG 2.0 standards / Print and digital communications are accessible to all stakeholders
			<b>Evaluation Methods</b>

<b>LEA Goals Addressed:</b>	<b>Hempfield School District will enhance systems, processes, and platforms that foster strong community partnerships to support and promote the district's vision.</b>	<b>Strategy #1: Strengthen connections with community groups/organizations to build supportive relationships, promote two-way dialogue, and positively impact the school community.</b>
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Start	End	Title			Description		
7/1/2019	6/30/2022	Build stakeholder capacity to share the district's positive impact through a multi-faceted communication model.			<b>Description:</b> Utilize a distributed model to improve the effectiveness of telling positive stories about the district's impact on students.		
					<b>Evidence:</b> Development of social media protocols for districtwide use of social media. PD for principals and teaching staff on effective uses of social media. Robust use of social media by principals and teaching staff.		
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>
		Assistant	1.5	6	30	District Staff	School Entity
		Superintendents,					
		Principals,					
		Department Leaders,					

Director of  
Communications,  
Director of  
Technology

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Knowledge	How to effectively utilize social media platforms to share positive experiences and tell the Hempfield story.		
Supportive Research	While the district has a wide variety to platforms, the goal of executing integrated marketing communications is to ensure that all forms of communication are seamlessly linked together. Furthermore, all stakeholders connected to the school district have a story to tell about the positive impact the district is making on students and the community alike. As a result, we need to ensure that there is seamless, consistent communication experiences for all of the stakeholders in order to promote and strengthen the district's brand.		
	Designed to Accomplish		
	For classroom teachers, school counselors and education specialists:	Empowers educators to work effectively with parents and community partners.	
	For school and district administrators, and other educators seeking leadership roles:	Instructs the leader in managing resources for effective results.	
Training Format	Series of Workshops		
	Department Focused Presentation		
	Offsite Conferences		
Participant Roles	Dir	Classroom teachers	Elementary - Primary (preK - grade 1)
		Principals / Asst. Principals	Elementary - Intermediate (grades 2-5)
		Supt / Ast Supts / CEO / Ex	Middle (grades 6-8)
			High (grades 9-12)
		School counselors	
		New Staff	

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 Related Service Personnel

Follow-up Activities      Coaching/modeling      Evaluation Methods      Evaluating the effectiveness of the social media posts

<b>LEA Goals Addressed:</b>	<b>Hempfield School District will develop and continually improve operational systems and practices to create a strong infrastructure that supports and enhances teaching and learning.</b>	<b>Strategy #1: Implement and refine processes for hiring, training, evaluating and retaining quality employees.</b>
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Start	End	Title	Description
7/1/2019	6/30/2022	Expand onboarding processes for all newly hired staff across the district and conduct orientation programs throughout the year.	<p><b>Description:</b> Hiring quality and qualified employees is just the start of the process. As a district, we have developed a strong onboarding process (helps employees gain knowledge, understand expectations, and standards for their positions) for the teaching staff at the start of the school year. We will expand and improve our processes to include support staff employees and any employees hired outside the typical start of school timeframe. The orientation programs throughout the year will allow new employees to receive mandated training and new employee topics are the start of their employment with the district.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Specific feedback from employees at initial evaluations that they understood the responsibilities and expectation of their roles</li> <li>• Information from exit interviews (particularly any leaving within one year)</li> </ul>



that lack of understanding responsibilities or expectations is not a significant contributor to their leaving the district

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent, Chief Operating Officer, Director of Human Resources	1.5	9	30	District Staff	School Entity	Yes

**Knowledge** District orientation & Induction program content

**Supportive Research** Understanding organizational expectations at the onset of any position increases the likelihood of employee success and retention.

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
	Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides leaders with the ability to access and use appropriate data to inform decision-making.
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
	Instructs the leader in managing resources for effective results.

**Training Format** Series of Workshops

Online-Asynchronous

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
	Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel		
<b>Follow-up Activities</b>	Surveys to gather additional information from staff with respect to additional trainings they believe are necessary to complete their work.	<b>Evaluation Methods</b>	Participant survey

<b>LEA Goals Addressed:</b>	<b>Hempfield School District will develop and continually improve operational systems and practices to create a strong infrastructure that supports and enhances teaching and learning.</b>	<b>Strategy #1: Implement and refine processes for hiring, training, evaluating and retaining quality employees.</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
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7/1/2019	6/30/2022	Develop and offer mentoring and training programs to provide legally-mandated and district-required trainings as well as ongoing professional and career growth experiences for all employees.	<p><b>Description:</b> There are two aspects to this implementation step. The district offers mentoring to new teachers, this mentor program would be expanded &amp; offered to hourly support staff. Additionally, the district has used multiple training programs to accomplish &amp; track mandated training. This program(s) will be expanded to accomplish online &amp; more traditional delivery. Completion and recurring requirements will be tracked through more automated systems.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• New employees will find value in the mentoring program - direct feedback and survey results</li> <li>• Training system with allow the delivery through multiple platforms/processes</li> <li>• Tracking of required training will be tracked and monitored clearly</li> </ul>
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Person Responsible	SH	S	EP	Provider		Type	App.
Assistant Superintendents, Chief Operating Officer, Director of Human Resources	1.5	9	30	District Staff		School Entity	Yes

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<b>Knowledge</b>	Knowledge pertaining to legally mandated trainings
<b>Supportive Research</b>	Having an awareness of not only the law, but also warning signs allows individuals to help or seek assistance for students, when needed.
<b>Designed to Accomplish</b> For classroom teachers, school counselors and education	Increases the educator's teaching skills based on research on effective practice, with

specialists:

attention given to interventions for struggling students.

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Instructs the leader in managing resources for effective results.

<b>Training Format</b>	Series of Workshops Offsite Conferences	
<b>Participant Roles</b>	<div>Classroom teachers</div> <div>Principals / Asst. Principals</div> <div>Supt / Ast Supts / CEO / Ex</div> <div>Dir</div> <div>School counselors</div> <div>Paraprofessional</div> <div>Classified Personnel</div> <div>New Staff</div> <div>Other educational specialists</div> <div>Related Service Personnel</div>	<div><b>Grade Levels</b></div> <div>Elementary - Primary (preK - grade 1)</div> <div>Elementary - Intermediate (grades 2-5)</div> <div>Middle (grades 6-8)</div> <div>High (grades 9-12)</div>
<b>Follow-up Activities</b>	Surveys to gather additional information from staff with respect to additional trainings they believe are necessary to complete their work.	<div><b>Evaluation Methods</b></div> <div>Participant survey</div>

<b>LEA Goals Addressed:</b>	<b>Hempfield School District will develop and continually improve operational systems and practices to create a strong infrastructure that supports and enhances teaching and learning.</b>	<b>Strategy #1: Examine and enhance safety and security processes and practices across the district.</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>							
			<b>Description:</b> Make sure standardize security practices and policies are implemented across the district. Any deviation will need to be reviewed and the need for deviation approved at a central office level.							
7/1/2019	6/30/2022	Standardize, when appropriate, security practices, resources, teams, and policies across the district.	<b>Evidence:</b>							
			<ul style="list-style-type: none"> <li>Consistent security practices demonstrated in all schools across the district</li> </ul>							
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		<b>Type</b>	<b>App.</b>	
		Chief Operating Officer (District Security Administrator)	1.5	30	30	District Staff & Safety and Security Experts		School District, IU, Safety and Security Experts/ Consultants	Yes	

**Knowledge**

Safety and security knowledge and skills to create safe learning environments and respond appropriately in a crisis situation.

## Supportive Research

According to the National Association of School Psychologists, safety is essential to student well-being and learning and students who do not feel supported and safe at school, both physically and psychologically, cannot learn to their fullest potential. In addition, organizations must assure safe and healthful working conditions for their employees under the Occupational and Safety Health Act. By focusing on the safety of the students and employees of the school district, we will not only strengthen the learning and working environments, but also help ensure that the district's vision of personal growth, achievement, and success for everyone is attained.

## Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.  
Empowers educators to work effectively with parents and community partners.

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.  
Instructs the leader in managing resources for effective results.

## Training Format

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

## Participant Roles

Dir

Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex  
  
School counselors  
Paraprofessional  
Classified Personnel

## Grade Levels

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

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	New Staff Other educational specialists Related Service Personnel Parents		
<b>Follow-up Activities</b>	<ul style="list-style-type: none"><li>• Coaching/modeling &amp; analysis and evaluation of safety practices across the district</li></ul>	<b>Evaluation Methods</b>	Participant survey Safety and Security Audit Findings

# District Level Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*



# Special Education Affirmations

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

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

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

**Affirmed by William Otto on 4/30/2018**

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*Board President*

**Affirmed by Chris Adams on 4/26/2018**

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*Superintendent/Chief Executive Officer*