

Hopewell Area SD

District Level Plan

07/01/2022 - 06/30/2025

District Profile

Demographics

2354 Brodhead Rd
Aliquippa, PA 15001
(724)375-6691
Superintendent: Michelle Miller
Director of Special Education: Dr. Lynn Utchell

Planning Process

The comprehensive planning process started with a training at Patten Pittsburgh. Administrators were introduced to the comprehensive planning process and the online system of reporting.

Communication about the process was conveyed using various means. Comprehensive planning was discussed at administrative meetings and school board meetings. Volunteers for the district planning committee were solicited via the recommendations from administration and board members. Committee members suggested names of residents who they believed would provide valuable input into the process. Teachers participated in the process and feedback was also gathered from students through focus groups. Many stakeholders were involved in various parts of this process. Communication about comprehensive planning continued throughout the process via updates at school board meetings, faculty meetings, and the district website.

Although input was received by a large group of individuals, there were three main groups that drove the process with a series of checks and balances. These committees included: Administrative Committee made up of the Administrative Team and the Technology Department, the Education Team which consisted of teachers and the Administrative Committee, and the Comprehensive Planning Committee which consisted of the first two committees along with additional stakeholders including board members, business leaders, community members, students, and parents.

The district level committee contained the necessary stakeholders. A series of meetings were scheduled to permit stakeholder participation, sharing of data, goal setting and action planning. The Director of Special Education directed the special education plan and committee. The final plan was a collaborative effort to address the strengths, needs, and direction for the district in the upcoming school years.

Mission Statement

The Hopewell Area School District is committed to preparing students to be productive citizens and life-long learners in an ever changing world.

Vision Statement

The Hopewell Area School District will be a united community in which rigorous curricula will be fostered. Students and staff will embrace educational opportunities and experiences in a diverse society

Shared Values

We believe:

- The development of personal potential is influenced by a sense of self-worth.
- Learning is a life-long process.
- The student, family, school and community all share responsibility for learning.
- Adaptability is essential for functioning in a changing world.
- All individuals have a right to be treated with respect and dignity.
- Responsible behavior is learned by holding students accountable.
- High expectations promote excellence.
- The health, safety and welfare of all students is vital.
- Recognizing and respecting the diversity of all people enriches our school community.
- Dynamic organizations respond to change in effective ways.
- Students should be able to work both independently and collaboratively.

Educational Community

The Hopewell Area School District is located in Beaver County, approximately forty minutes from downtown Pittsburgh and ten minutes from the Pittsburgh International Airport. The district includes Hopewell, Raccoon, and Independence Townships which cover over 60 square miles. Public transportation systems afford the 20, 000 people the advantage of a rural setting, a small town and a large city.

ELEMENTARY SCHOOLS

- Pre-kindergarten readiness screening
- Special Subjects include library, physical education, art, music, and computer science

- Title 1 Reading is offered in Grades K-4
- Student Assistance Program
- Multi-Tiered System of Support (MTSS)
- Gifted enrichment
- Everyday Math program
- Reading Wonders program
- Guided Reading libraries
- Smartboards in classroom
- Wi-Fi in all buildings
- 5 iPads in each classroom
- Lexia Reading Interventions
- Reflex Math Interventions

JUNIOR HIGH SCHOOL

- General course offerings include: instrumental music, chorus, swimming, art, library, physical education, InnovatED
- Specialized offerings include: Algebra I in grades 7- 8, computer science, and technology education
- A 7-day rotation allows for student exploration of a variety of academic content including computational thinking in mathematics, coding and programming, and innovation
- STEAM electives offered include: Recycled Art, Theater Technology, Creek Connections, video production
- National Junior Honor Society
- two computer labs with multiple software applications
- 24 carts of Chromebooks and iPads for student use
- Wi-Fi
- Student Assistance Program

SENIOR HIGH SCHOOL

Course offerings include:

- Advanced Biology, Advanced Chemistry, Physics, Accelerated Physics and Astronomy
- Advanced Placement courses in English, Physics, Chemistry, Biology, Calculus, History and Government
- Foreign languages offered, four year programs
- Drama, Journalism, Video Production
- Psychology, Psychology II, Civics, Practical Justice
- Computer skills, Networking, CAD, Webpage Design
- Wi-Fi throughout the building
- Five hard-wired computer labs
- 4 Chromebook and iPad carts
- 4 Laptops carts
- Twenty Vocational Education programs in conjunction with Beaver County Career and Technical Center
- Work Study program
- Student Assistance Program
- Annual School Musical
- National Honor Society
- Student leadership opportunities
- Bowling, Ski, Drama, Health Careers, Chess, Language, Conservation, Literary, Forensics and Art clubs

Extracurricular

- Students/school personnel service projects such as Thanksgiving food baskets, Christmas Toy Drive, Toys for Tots, Make A Wish, Caring Foundation, Beaver County Women's Center
- District and PTA sponsored field trips and assembly programs for students K-8
- Secondary student field trips to cultural and curriculum related activities
- District sponsored student/community trips in the United States and to Europe

- National Academic Games Competition
- Participation in local spelling bees, Governor's School for the Arts, Geneva College and VFW Speech Competitions, Slippery Rock University Foreign Language Competition, Geneva College/Beaver County Times Academic Games, Hugh O'Brien Leadership Conference, math Counts Competition
- Musical and Drama productions
- Pittsburgh regional Science and engineering Fair
- US Navy SeaPerch program
- Extra Curricular clubs in the junior and senior high schools

Hopewell Area is actively involved in the development of occupational, educational, residential and recreational facilities. Some of these include:

- Raccoon Creek State Park
- Hopewell Community Park
- Larry Blaney Nature Center
- Shadow Lakes Country Club
- Numerous private swim clubs
- 15 churches of various denomination
- Convenient shopping areas

The economic status of the community is mostly middle class. It is primarily a residential district with some light industry and privately owned businesses. Community resources are somewhat limited, however we have partnerships with several nearby universities, including Robert Morris University, Penn State Beaver Campus, and Community College of Beaver County. Our students have the opportunity to participate in a rigorous curriculum as well as participate in multiple extra curricular activities. The community is always welcome to participate in school events, such as musicals, concerts, and athletic events.

Approximately 80 percent of Hopewell Area's graduates continue their education with 58 percent attending a four year college.

The District has an enrollment of approximately 2075 students. The students are divided into three grade configurations: K-4, 5-8 and 9-12. The K-4 students attend neighborhood schools throughout the District. This organization was maintained to reflect the local preference for neighborhood schools. These buildings act as feeders to the centrally located junior high school where grades 5-8 are housed. Finally, the senior high is found approximately one mile from the junior high and accommodates grades 9-12.

The following chart summarizes this information:

Grades K-4

Hopewell Elementary	Hopewell Township	366 Students
Independence Elementary	Independence Township	246 Students
Margaret Ross Elementary	Hopewell Township	223 Students
	Total	835 Students

Grades 5-8

Hopewell Memorial Junior High School	Hopewell Township	630 Students
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Grades 9-12

Hopewell Senior High School	Hopewell Township	610 Students
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Planning Committee

Name	Role
Korri Kane	Administrator : Special Education
Robert Kartychak	Administrator : Professional Education
Edward Katkich	Administrator : Special Education
Jacie Maslyk	Administrator : Professional Education Special Education
Michelle Miller	Administrator : Professional Education Special Education
Doug Rowe	Administrator : Professional Education
Jessica Webster	Administrator : Special Education
Jessica Webster	Administrator : Professional Education
Dennis Barber	Business Representative : Professional Education
Vickie Gill	Business Representative : Professional Education

Nancy Barber	Community Representative : Special Education
Rob Harmotto	Community Representative : Professional Education
Kathryn Oblak	Community Representative : Professional Education
Tammy Slaiman	Community Representative : Special Education
Jeff Winkle	Community Representative : Professional Education
Rosann Hindman	Ed Specialist - Nutrition Service Specialist : Professional Education
Tammy Kross	Ed Specialist - School Nurse : Professional Education
Tamara Kross	Ed Specialist - School Nurse : Special Education
Kellee Oliver	Ed Specialist - School Psychologist : Special Education
Erin Kamerer	Elementary School Teacher - Regular Education : Professional Education
Olivia Klimek	Elementary School Teacher - Regular Education : Professional Education
Kristen Nan	Elementary School Teacher - Regular Education : Professional Education
Keary Pieczynski	Elementary School Teacher - Special Education : Special Education
Toni Priore	Elementary School Teacher - Special Education : Special Education
Katie Snyder	Elementary School Teacher - Special Education : Special Education
Lisa Cedro	High School Teacher - Regular Education
Kit Keiper	High School Teacher - Regular Education : Professional Education
Bronwyn Korchnak	High School Teacher - Regular Education : Special Education
Janet Meyers	High School Teacher - Regular Education : Professional Education
Janet Meyers	High School Teacher - Regular Education : Special Education
Mary Critchlow	High School Teacher - Special Education : Special Education
Paula Battisti	Middle School Teacher - Regular Education : Professional Education

Kit Keiper	Middle School Teacher - Regular Education : Professional Education
Susan Harcar	Middle School Teacher - Special Education : Special Education
Aubre Lindner	Middle School Teacher - Special Education : Special Education
Arleen Tierney	Middle School Teacher - Special Education : Special Education
Joe Kostrick	Parent : Professional Education
Patricia Lipnicky	Parent : Professional Education
Jennifer Moskes	Parent : Special Education
Lynn Utchell	Special Education Director/Specialist : Special Education
Lynn Utchell	Special Education Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

With the transition to the PA Core Standards, it is critical that the district curriculum is appropriately mapped and aligned to rigorous standards. While progress has been made in developing curriculum across the district, the elementary programs has added several components within the last 2 years. With the inclusion of Guided Reading as an instructional component of the program and the incorporation of several intervention pieces, the district needs to review our curriculum and ensure alignment. In addition, in the area of Science, Technology, and Engineering, the district curriculum needs to re-align to

the ISTE and Next-Generation Science Standards. This work will require professional development and curriculum work to ensure that all courses are appropriately aligned.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Needs Improvement	Needs Improvement
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
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 level is experiencing similar misalignment as in the primary grades. Work is needed with vertical and horizontal alignment across all elementary grades K-4 as well as into the early intermediate grades 5-6 in our junior high building.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Needs Improvement	Needs Improvement
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing

Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
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":

At the middle level, curriculum work is needed in math with the ongoing realignment of course offerings and increasing number of students enrolling in higher level courses. Additional work is needed to map curriculum in Business, Computers, and Information Technology (BCIT) courses at the middle level to ensure alignment to ISTE and NGSS standards. Vertical alignment is also needed in both subject areas.

High School Level

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

Ongoing alignment work at the middle level will necessitate a review of the math and BCIT courses at the high school. Curriculum mapping occurred several years ago, but with advances in technology, additional course work is needed to ensure that students are being offered rigorous educational opportunities in the district

Adaptations

Elementary Education-Primary Level

Checked answers

- Environment and Ecology
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Environment and Ecology
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- Environment and Ecology
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- Environment and Ecology
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

While we have not developed or expanded the standards in these areas, the district is working to incorporate additional standards to support our work in curriculum and instruction. We are looking at the Next Generation Science Standards, as well as the ISTE standards to guide our upcoming alignment and mapping.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Curriculum work is an ongoing process for the district at all levels. Curriculum review and revision at the primary level will begin in 2018 in ELA and Math specifically. Grade level department chairpersons and grade level teams will be used to complete this process which will include an analysis of the existing curriculum document, a revision of the scope and sequence, and both vertical and horizontal alignment. Throughout the summer, teams will meet to begin this work. During the school year, we have half days embedded into the school calendar to allow for curriculum planning and other work pertaining to instruction.

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

NA

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

are identified.	
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:

Curriculum work is an ongoing process for the district at all levels. Curriculum review and revision at this level will be in 2018 in ELA and Math specifically. Grade level department chairpersons and grade level teams will be used to complete this process which will include an analysis of the existing curriculum document, a revision of the scope and sequence, and both vertical and horizontal alignment. Throughout the summer, teams will meet to complete this work. During the school year, we have half days embedded into the school calendar to allow for curriculum planning and other work pertaining to instruction.

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

NA

Middle Level

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

Processes used to ensure Accomplishment:

Curriculum work at the middle level is focused on math and technology. Our math scope and sequence in grades 5-8 is in process and will continue to be evaluated and revised over the course of this strategic plan. Ongoing opportunities for grade level teams and leaders to review curriculum will be made available throughout the summer and within our existing half days embedded into the school calendar.

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

NA

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary	Developing

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

Processes used to ensure Accomplishment:

The district continues to focus on embedding literacy strategies in all subject areas within the curriculum. Curriculum work at the high school level will focus on math and technology. Our math scope and sequence in grades 5-8 is in process and will impact the courses in grades 9-12. We will continue to evaluate and revise this over the course of this strategic plan. Ongoing opportunities for grade level teams and leaders to review curriculum will be made available throughout the summer and within our existing half days embedded into the school calendar.

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

NA

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.

Students' IEPs reflect SDI techniques that ensure the modifications and accommodations to content for identified students. Additionally, RTII teams in elementary grades help ensure the process with goal setting, interventions, and measurements for struggling but not identified students. At all levels, teachers have developed a variety of assessments, study guides, homework assignments, projects and in-class work at various levels of mastery and content development to meet the needs of all learners. Levels of HS classes include academic and concept and intervention classes for struggling learners. For high end learners, the district is committed to meeting needs in unique fashion including double scheduling of classes, access to university classes and online coursework.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

We currently use the differentiated supervision model to observe and evaluate teachers. Peer evaluation is not a current practice, but the librarians at the middle and high school levels have attended PIIC coaching sessions and model best practices with teachers in their buildings.

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

The district does not have instructional coaches, but it might consider them if funds become available.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

scheduling and differentiated instruction are used to meet the needs of gifted students.	50% or more of district classrooms
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If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

In order to recruit the most qualified and effective teachers, the district conducts extensive searches for available positions and conducts a rigorous series of interviews to screen potential candidates. Each new teacher receives a mentor to guide him through the induction process. Professional development helps the teachers learn to differentiate instruction for all students.

Principals assign teacher to teaching certain students to assure that students at risk have the best instruction possible.

Assessments

Local Graduation Requirements

Course Completion	SY 22/23	SY 23/24	SY 24/25
Total Courses	21.00	21.00	25.00
English	4.00	4.00	4.00

Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	4.00	4.00	8.00
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

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

Health, Safety and Physical Education		X				X
History		X	X			
Science and Technology and Engineering Education		X	X			
World Language		X				X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystone Exams			X	X
PSSA		X	X	
Project-based Assessments	X	X	X	X
Textbook Assessments	X	X	X	X
PASA	X	X	X	X
ACCESS for ELLs	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
NWEA	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstration, performances, products and projects	X	X	X	X
Curriculum based formative assessments	X	X	X	X
Exit tickets	X	X	X	X
Progress monitoring	X	X	X	X
Fitness assessments	X	X	X	X
Works of art, music, etc.	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Fluency tests	X	X		
W-APT	X	X	X	X
Classroom Diagnostic Tests		X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Principals, assistant superintendent, department chairs and grade level teachers work together to align the curriculum with meaningful assessments. The development of common assessments is ongoing.

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.

NA

Collection and Dissemination

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

Upon the release of district testing data, the administrative team meets to review, analyze, and discuss the achievements, gaps, and needs of the students. The data is organized to demonstrate grade level and building level outcomes and then shared with the teachers in grade and building level meetings. The teachers continue to meet regularly to discuss student progress and to plan appropriate interventions or enrichment opportunities.

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.

In the elementary buildings, Title I reading teachers teach small groups of students several times per week. Students who are referred through the RtII process work on developing necessary skills in small tutoring groups.

In the junior high school, MTSS meetings take place to identify and plan remediation for students in need in grades 5 and 6.

Other ways that we help non-proficient students include:

- One to one meetings with counselors and students
- Online remediation for students not proficient on Keystone exams
- Tutoring via Reflex Math and Lexia Reading

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

After review and analysis of data, teams determine appropriate instructional practices that help students achieve proficiency in each assessment anchor. Meetings are held regularly at the building and department level to review relevant data.

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

NA

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	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				
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Communication occurs in a variety of ways. Information primary comes from the building principals, sharing our relevant information to parents through notices, letters, and other related documents. At the district level, the website is used to share information as well as through our Schoo Messenger system.

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

Regular newsletters do not go out at the building level. We are currently working on a district newsletter that will go out quarterly as a way to inform parents, teachers, and community about what is happening in the school district.

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.

Schools that do not reach the annual student achievement targets develop an improvement plan by reviewing data, formulating committees and identifying areas of weakness addressed in an action plan. Currently, no schools have been identified as a "struggling school" based on PDE's designations. Building level teams and department meet with building and district level administrators to analyze the root causes of the problem and determine possible ways to improve student achievement. This may result in the creation of remedial courses, improvement plans for individual teachers or school-wide plans to improve.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of	X	X	X	X

Understanding with Local Law Enforcement				
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
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:

The HASD does not currently employ resource officers; however, the district does work with local law enforcement officers and probation officers to address student needs. In addition, the district is committed to collaborating with outside agencies to meet the needs of students. The school counselors (K-12) are very knowledgeable of resources available to students and families outside of school. The school counselors also offer a variety of services to students in the school setting.

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.)

The HASD makes every effort to locate and identify high-achieving students who demonstrate a need for the gifted support program. Parents and staff are able to request that students be evaluated for the gifted program. Upon receiving written parental consent for the gifted evaluation to occur, the school psychologist gathers information from parents and teachers. Individual assessments are administered to the student being evaluated. The HASD is using NWEA starting with the 2014-2015 school year. This screening tool will be used to identify potential students in need of evaluation for the gifted program. Once it is determined that the student is eligible for the gifted support program, a meeting is scheduled with the parents and a gifted individual education program (GIEP) is developed. At the elementary and junior high levels, the students receive pull-out gifted support by the gifted teacher. The program focuses on producing well-rounded students and those in the program receive enrichment in academic areas according to their GIEP. At the high school level, students are able to access the gifted support teacher as their schedules allow during the course of the school day. Many enrichment opportunities exist in the form of webinars, webcasts, field trips, virtual trips, and debates. In addition, written reflections are incorporated into all enrichment activities.

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

The HASD makes every effort to locate and identify high-achieving students who demonstrate a need for gifted support. Potential students in need of gifted support are identified through the district's Multi-Tiered System of Support (MTSS) Team. Students who are recommended by the team, are screened using a district-created screening matrix. This tool considers the following for students in grades K-4:

- NWEA MAP Math
- NWEA MAP Reading
- Teacher Input-Rate of Acquisition
- Teacher Input-Rate of Retention
- K-Bit Full Scale
- K-Bit Verbal Index
- K-Bit Nonverbal Index

Grades 5-12

- NWEA MAP Math
- NWEA MAP Reading
- Teacher Input-Rate of Acquisition
- Teacher Input-Rate of Retention
- PSSA-Mathematics
- PSSA-English Language Arts (ELA)
- K-Bit Full Scale
- K-Bit Verbal Index
- K-Bit Nonverbal Index

Results of the screening matrix are reviewed by the building principal, school counselor, and school psychologist. Students earning a certain score are recommended to go on to the multidisciplinary gifted evaluation. In addition, if students score at or above 130 on any portion of the K-Bit (full scale, verbal or nonverbal indices), the student is automatically referred for a multidisciplinary gifted evaluation, pending written parental consent. Ultimately, parents may request a multidisciplinary gifted evaluation at any time, regardless of whether their child has been screened, and these requests are honored.

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

Once written parental consent for a gifted evaluation has been received, the district conducts a multidisciplinary gifted evaluation. The district uses three criteria for identifying students in need of gifted support. In order to qualify the student must meet two of the three criteria:

1. The student's full scale IQ, verbal index score, or nonverbal index score must be at or above 125.
2. A student's academic achievement must be at or above the 95th percentile in at least one of three areas: reading, mathematics, or written language. Academic achievement is measured by the standardized achievement assessment administered by the school psychologist. Consideration is also given to the NWEA MAP scores for students who are close to meeting the criteria, or for those students who perform better on the MAP test.
3. A student must earn all A's or no less than all A's and one B.

While the three criteria stated above provide a framework for identifying students in need of gifted support, consideration is also given to feedback provided by parents, teachers, school counselors, and other instructional staff who work closely with the student.

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.

Once it is determined that a student is eligible for gifted support, a meeting is scheduled with the parents and a gifted individual education program (GIEP) is developed. The gifted support teacher, at least one regular education teacher (usually the teacher who provides instruction in the area of the student's giftedness), the school counselor, building principal, and school psychologist participate in the GIEP meeting. At the elementary and junior high levels, the students receive pull-out gifted support by the gifted teacher. The support focuses on the student's area of giftedness and the GIEP team considers the recommendations made in the gifted written report (GWR) to determine whether the student demonstrates a need for enrichment, acceleration, or both. Enrichment and acceleration activities are provided by the gifted support teacher, and are often done in collaboration with the regular education teacher in the student's area of giftedness. These activities often take the place of an assignment or project given by the regular education teacher. This provides the student with an opportunity to display his abilities. At the high school level, students are able to access the gifted support teacher as their schedules allow during the course of the school day. Many enrichment opportunities exist in the form of webinars, webcasts, field trips, virtual trips, and debates. In addition, written reflections are incorporated into all enrichment activities. Acceleration activities at the high school level are coordinated between the gifted support teacher and the regular education teacher in the student's area of giftedness.

Developmental Services

Developmental Services	EEP	EEl	ML	HS
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		
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The HASD school counselors at all levels provide academic counseling and attendance monitoring. Classroom teachers K-8 incorporate classroom wide behavior management programs. The elementary and junior high schools implement building-wide behavior management programs that are facilitated by the teachers, guidance counselors, and building principals. In addition, the elementary and junior high schools also implement a bullying prevention program. Beginning in seventh grade and continuing through twelfth grade, the school counselors provide various opportunities for students to explore career options. At the high school level, the teachers, counselors, and administrators work to prepare the students for a career after high school and ensure a smooth transition.

The HASD complies with all health requirements as mandated by the state of Pennsylvania. The district also keeps an updated emergency and disaster plan. Teachers and administrators are aware of emergency procedures and occasional mock drills or walk-throughs are completed to ensure that all employees stay abreast of this information. At the elementary school level, the school counselors go into the classrooms on a regular basis and provide lessons on specific skills. A guidance curriculum is followed. At the junior and senior high levels, the school counselors implement a curriculum as needed. The school nurses work with classroom teachers to deliver a health and wellness curriculum. Each month, health and wellness information is distributed to all employees of the HASD. This information is also shared with students.

Orientation is provided by the district for students entering kindergarten, junior high, and high school. In addition, new students or current students are able to participate in an orientation session upon parent request. Students (and families) who are new to the district generally participate in a meeting with the school counselor and building principal to ensure a smooth transition into the new school. RTII is implemented K-6 and the district is currently working to expand this initiative through grade 8. Students identified as being at-

risk are placed in the tiered system. Interventions are implemented by the teachers and the student's progress is measured. Monthly meetings are held with the school counselors, building principals, and the school psychologist to review student performance data and adjust the level of intervention when needed.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning			X	X
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 Student Assistance Program (SAP), is the first level of referral in all of the HASD buildings and at all grade levels. The team members are the case managers for all referrals that come to SAP. The school counselors manage the teams for those students who are referred on to the next level of intervention, which the school district calls the prereferral process. This is a second level of referral for those students whose needs have exceeded the capability of the SAP. The district has developed flow charts that represent the SAP/ prereferral process both at the elementary and at the secondary levels.

When a student is referred to the SAP team, the team makes a decision. If the SAP team determines that the referral is appropriate for SAP, then the SAP procedures are put into place. If the SAP team determines that the needs are significant and the student meets "prereferral" criteria, then a referral can immediately be made to the prereferral team. Meeting prereferral criteria signifies that the student is "thought to be exceptional" or is demonstrating a need for remediation through intervention. The SAP makes every effort to apply interventions that are appropriate to SAP such as parent contact, positive behavior support plans, mentoring, and referral to outside agencies before referring the student to the prereferral intervention team.

When a student is referred to the prereferral team, then those procedures apply. A student can be referred by a parent, teacher, school counselor, or administrator. The student's teacher(s) are asked to submit information, the counselor or other principal designee observes the student in a variety of settings, a pre-referral meeting is scheduled with the parent/guardian invited, and the counselor gathers all of the student's available records. Parents are also asked to submit written information.

The school counselor or principal designee chairs the prereferral intervention meeting. Other members of the team always include the student's classroom teacher(s), the principal, the school psychologist, the Title 1 teacher, and a special education teacher (at the elementary level). Other individuals may be on the team as appropriate, and as designated in each building such as: a speech and language teacher, the school nurse, special subject teachers, or agency representative(s). Every effort is made to have the parent(s)/guardian(s) attend and they are invited to bring relatives, friends, or agency representatives who have an interest in the student's education and development if they wish. The prereferral meetings are typically conducted one-day a month in each school building, or as needed.

Typically, students who are referred to the prereferral team are reviewed in 6 to 8 weeks from the intervention meeting. At this time, the student's progress towards the goals that were set are reported and discussed. Staff members who have implemented interventions present documented results (e.g. progress monitoring, tests scores, grades, daily report cards, graphs, etc.). Other relevant information concerning the student is discussed and a decision is made regarding further action. If interventions have been largely successful and the student's progress is improved, then the student may be monitored by the SAP team or the case closed. If there is a student making little progress or if the problem has increased, he/she is usually referred to multidisciplinary evaluation for special education services. SAP and prereferral services are provided for all students at all buildings. If a student's parent/guardian writes a letter to the district requesting an evaluation, then the prereferral process begins immediately, if the district agrees to the multidisciplinary evaluation.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

Consultation and coordination services to facilitate intensive interventions are integrated into the LEA's action plan at all levels of the school system primarily through the SAP, the prereferral process and the special education programs, and through the efforts of the

Counseling and School Nurses Departments. Each school year an updated list of providers, services, and agencies, located in Beaver and nearby counties, is provided to all counselors, nurses, school psychologist and Director of Special Education. This list includes addresses, telephone numbers, and contact persons and is monitored by counselors at their monthly meetings and updated as needed.

The HASD works closely with The Prevention Network, which offers alcohol/tobacco and other drug (ATOD) abuse programs, education, consultation, community support service referral, group facilitation, and technical assistance tailored to the needs of the system. They also offer teacher in-service, leadership training, SAP training, and development of a K-12 community prevention curriculum. The Prevention Network operates a Truancy Abatement Program, to which the HASD refers students.

The district also works closely with Beaver County Behavioral Health, which is an umbrella organization that offers mental health, mental retardation, early intervention, drug and alcohol, Human Services Development Funds, and Health Choices (provided by Value Behavioral Health for individuals who are eligible for medical assistance). The district refers families for treatment services for students through Gateway Rehabilitation Center (Gateway Vision); Lifesteps Early Intervention Services (preschool); and various wrap-around mental health programs.

The HASD offers programs for district students that include both live, teacher directed and independent study online computer courses.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
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

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X

Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

As students move through elementary, junior, and senior high school, the HASD addresses their developmental needs through the various services and programs that are described in other sections of this plan and are delineated further below. The district utilizes a proactive behavioral model, which strongly encourages teachers to manage their classrooms so that parents are an integral part of the solution to student problems. Classroom expectations are posted in the classrooms and reviewed frequently with students. Further, the HASD uses a "team approach" in addressing students' developmental and academic needs. All of the students' teachers, counselors, school psychologist, reading specialists, speech and language therapists, learning support teachers and administrators participate in student-centered teams, as appropriate. The prereferral and SAP teams discussed in other sections of this plan are examples of the team approach implemented by the HASD.

The HASD provides comprehensive counseling services. The district employs a total of seven school counselors who are involved in various methods of serving HASD students, depending upon the grade level of the students that they serve. All of the school counselors are responsible for supervising the group testing that occurs such as the PSSA. In addition all of the counselors monitor student academic performance and progress. Other services include drug and alcohol counseling, coordinating services for pregnant students, students on juvenile probation and students on homebound instruction, and smoking and tobacco

cessation. The school counselors coordinate with all outside agencies that provide services to students and their families such as CYS and Beaver County Behavioral Health. They conduct student orientations for new students and for students transitioning from grades fourth to fifth and eighth to ninth.

At the elementary level (Grades K-4) the counselors provide services such as individual and group counseling and frequent consultation/communication with parents as well as classroom presentations to elementary students. An example of this would be a presentation on the difference between "tattling" and "telling" which includes the difference between being "bothered" and "bullied." Elementary counselors are also an integral part of the SAP and prereferral teams. They coordinate and participate in pre-kindergarten screening. They also play an important part in the character education programs that are implemented at the elementary buildings. Some of the elementary schools participate in a 'caught being good' or "Vikings Show Their Colors" programs. When a student is observed doing a kind act or acting responsibly, the student receives a small certificate. At the end of the school year, all students who have received a small certificate will receive an official large certificate. The halls in all of the schools are named for a particular positive character trait.

At the middle school/junior high level (Grades 5-8), the two counselors perform both elementary and secondary functions. The 5th/6th grade counselor communicates with the elementary counselors as students prepare to transition to the junior high school. The 7th/8th grade counselor works with the high school counselors to schedule the 8th graders, as they get ready to transition to the high school. The junior high counselors conduct individual and small group counseling with students as well as communicate with the classroom teachers and parents regarding student progress.

The high school counselors provide an array of services to students. Some of the services include, but are not limited to, scheduling for both the 8th grade and senior high students; student preparation and administration of ASVAB, PSAT's, ACT's, SAT's, and PSSA's; student one to ones in relation to future planning such as career; conflict resolution, mediation; and parent/guardian and student teacher meetings. The counselors work closely in conjunction with the high school's gifted coordinator. Other areas include both Governor's School and Financial Aid Night. Financial aid night helps with preplanning for post high school education and is for students, parents, or guardians. The senior high counselors provide an extensive monthly scholarship listing. With the beginning of each school year they participate in freshmen and new student orientation. They offer students the opportunity to attend "in house" visits from technical schools, colleges, universities, and every branch of the military. They also provide student outreach during lunches. Other services include daily communication with the Beaver County Career and Technical Center on a number of levels such as grades and grade conversations; discipline; attendance; half day visits; field trips; career preparation and interest inventories; and presentations to the sophomore classes followed with extensive documentation.

Community Coordination

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

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

The HASD communicates with community operated infant and toddler centers regularly by sending these organizations information pertaining to the district. Specifically, these centers receive information on the enrollment process and at what age students are able to register for kindergarten. The HASD also shares information about early intervention services with these organizations to ensure that students demonstrating a need for support receive or at least be evaluated for early intervention services. Students residing within the parameters of the HASD receive early intervention services with programs operated by the Beaver Valley Intermediate Unit (BVIU). When students in early intervention become age eligible to transition to kindergarten, the HASD receives notification from the BVIU and a transition meeting is held. The HASD hosts the YMCA before and after school program in the Hopewell Memorial Junior High School. As the YMCA program runs within the district, regular communication between the YMCA and the HASD occurs to ensure that students are receiving the necessary supports.

In high school, students have a variety of options to consider in preparation for a career. The high school utilizes a school to work program, which allows students to leave school early and go to work. A school district representative monitors students in this program and periodically checks in with them at the various work sites. High school students are also able to pursue a variety of vocational programs at the Beaver County Career and Technical Center (BCCTC). Students who take advantage of this opportunity complete coursework at Hopewell High School for a half-day and then are transported to the BCCTC for vocational training. Students must apply to an individual program at the BCCTC and be accepted prior to starting a program.

The HASD utilizes the MTSS process to pair students with tutors. Students demonstrating a need for academic or behavioral support are placed in the three-tier system. As a student progresses through the tiers, the level of intervention intensifies based on the student's area of need. In addition, classroom teachers make arrangements on a case-by-case basis to meet with and tutor students before or after school.

Preschool Agency Coordination

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

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

The HASD and the BVIU work collaboratively to ensure that the needs of preschool students with disabilities are met. With regard to early intervention services, the district contracts with the BVIU. The BVIU identifies, locates, and evaluates preschool age children who are thought to be in need of early intervention services. The HASD also works to identify and locate children who may need evaluated by the BVIU. If the evaluation determines that a student is eligible for early intervention programming, arrangements are made at the district's expense and any barriers to the students receiving the necessary services are addressed. When a student in early intervention is eligible to transition to kindergarten, the district is contacted by the early intervention coordinator at the BVIU. A meeting is scheduled with the parents, the early intervention coordinator, a district representative, and the student's current service provider. At this meeting, the district representative meets with and talks with the parents about their student. Services offered through the district or other providers are explained to the parent. The HASD evaluates all students who transition from early intervention to kindergarten regardless of disability. This is used as an opportunity to become familiar with the student as well as the family. Upon completion of the evaluation, a meeting is held with the parent regardless of whether the student qualifies to discuss a plan to ensure that the student transitions smoothly. Any parental concerns are addressed at this meeting.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The district continues to develop materials and resources at this level to meet the needs of teachers and students.

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

It is an ongoing process to identify high quality materials that are differentiated and accessible to teachers.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The district continues to develop materials and resources at this level to meet the needs of teachers and students.

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

It is an ongoing process to identify high quality materials that are differentiated and accessible to teachers.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The district continues to develop materials and resources at this level to meet the needs of teachers and students. At this level, teachers are exploring the use of Google Classroom, Khan Academy, and other online tools to support instruction.

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

It is an ongoing process to identify high quality materials that are differentiated and accessible to teachers.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The district continues to develop materials and resources at this level to meet the needs of teachers and students. At this level, teachers are exploring the use of Schoology and iTunesU as potential platforms to create and collaborate on course content.

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

It is an ongoing process to identify high quality materials that are differentiated and accessible to teachers.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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→Second Grade	Implemented in 50% or more of district

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

Further explanation for columns selected "

Due to the adoption of the PA Core Standards, our focus has been on aligning the content areas with our new curricular materials. As we continue the process, teachers will become more familiar with the resources in SAS.

Elementary Education-Intermediate Level

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

Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Due to the adoption of the PA Core Standards, our focus has been on aligning the content areas with our new curricular materials. As we continue the process, teachers will become more familiar with the resources in SAS.

Middle Level

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

History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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	Not Applicable
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Due to the adoption of the PA Core Standards, our focus has been on aligning the content areas with our new curricular materials. As we continue the process, teachers will become more familiar with the resources in SAS.

We do not currently have any students who require English Language Proficiency at this level.

High School Level

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

	district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	E EI	ML	HS
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	X	X	X	X

effective practice research, with attention given to interventions for struggling students.				
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 use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	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.

The Hopewell Area SD provides relevant professional education for all professional employees. The opportunities range from building level training, to district level and out of district training. Individual professional development goals are pursued as part of the evaluation process and documented with the professional portfolio. The professional development plan includes teacher training in literacy, technology, effective instructional strategies, in addition to mandated topics.

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

NA

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:
8/19/2014 All teachers were provided this training.
The LEA plans to conduct the required training on approximately:
4/30/2018 Training is planned for this upcoming in-service day for K-12 staff

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:
1/18/2016 All staff K-12 attended this training
The LEA plans to conduct the training on approximately:
1/20/2020

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- 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

- 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.

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

The Administrative Team reviews PSSA, Keystone and PVAAS data annually and reviews professional development needs. Administrative observations and walkthroughs are also used to identify key professional development needed, as well. The recommended Act 48 Evaluation Form is used to determine the quality of professional development, and these are reviewed by administration to determine the quality of training. Administrative observations and discussions with staff members is also used to monitor PD quality and to determine its effect on teaching.

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

We are transitioning to Google Forms for all professional learning, so that teachers are able to provide feedback on the quality of the professional development. Administrators are not always able to attend every professional development session, as some administrators share multiple buildings. Work is done through grade level teams and individual departments to ensure personalization and focused learning. Administrators may work with certain teams, but not all.

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.

In the Beginning Teacher Network course offered by the Beaver Valley Intermediate Unit, new teachers learn about Assessments, PA Core Standards, Classroom Management/Behavior, Parent Communication, Strategies to Improve Student Achievement, Integrating Technology, Professional Learning Networks, ACT 48 Guidelines and Instructional II Certification. Through regular meetings with mentors and principals, new teachers are informed about and have an opportunity to discuss various topics. Inductees participate in a year-long program to support their needs as new teachers. Professional development, mentoring, and coursework are reassessed through the Induction Committee to ensure that the needs of the inductees are being met.

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

NA

Needs of Inductees

Checked answers

- 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.

- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Submission of inductee portfolio.

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

Our induction program is driven by teacher need, district expectations, professional goals and student achievement data. We are continuing to build our new teacher induction plan to be responsive to the needs of the teachers.

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

We are currently in the process of revising our new teacher induction plan. Mentors are currently assigned but do not conduct observations of new teachers. We will consider including this component into our new plan. We do not currently employ inductee portfolios, but the committee may consider that as well.

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 and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

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

Mentor qualifications are specified in the teachers' contract. They include 5 years of full-time successful teaching experience and a valid Instructional II Certificate. Final responsibility for selecting from a list of applicants lies with the Superintendent and School

Board. Department chairs and teachers from the same department have priority over other teachers.

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

There is no formal training for mentors at this time. The Induction Committee may include this component as a part of the new plan.

Induction Program Timeline

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

If necessary, provide further explanation.

NA

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Inductees, mentors and administrators are required to complete and End of Program survey. This documentations is reviewed by the Assistant Superintendent for content and completion. The program is reviewed and revised in an ongoing process through our Induction Committee. Recommendations and changes are made on an as needed basis.

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: **287**

Identification Method

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

The Hopewell Area School District has established and implemented procedures to identify, locate and evaluate all children. The district identifies students suspected of having learning disabilities using a discrepancy model and a team approach. Every student who is evaluated for a specific learning disability, whether referred by parent, teacher or Student Assistance Program (SAP) goes through a pre-referral team process which the district calls MTSS (Multi-Tier System of Support) at the K-6 level and ASSIST (Assuring Student Success in School Team) at the 7-12 level. The process differs depending upon the grade level of the student.

In grades K through 4, monthly building data review meetings are held. Those attending the meetings include all of the grade level teachers, the building principal(s), the Title I reading specialists, the school counselor, the school psychologist(s) and at times a special education teacher. All students at each grade level are initially reviewed, with “students of concern” identified at each meeting. Benchmark assessments, progress monitoring materials, curriculum-based assessments, grades, standardized test scores, results of behavior support plans, and observations of the students are recorded at monthly meetings. “Scientificallly-based” academic and behavior interventions are designed for students in need and responses to interventions are monitored. Parents of students identified in need of intervention are then informed of their child's needs. The Hopewell Area School District or HASD utilizes a three-tiered model for intervention. Tier One intervention occurs in the general education classroom. Tier Two intervention is implemented in a small group setting (4-6 students). Tier Three intervention typically occurs in a one-to-one setting with a

regular education teacher. Parents are contacted by the students' classroom teachers if students are not responding to interventions and meetings with parents are scheduled as needed. If students are responding to interventions that are designed to be implemented in the classrooms by classroom teachers or in small group or individual settings with tutors, their progress continues to be monitored at monthly meetings. If students have not responded to research-based interventions, permission for multidisciplinary evaluation for special education services is requested of the parents. The team considers whether the student's difficulties are due to a lack of instruction or limited English proficiency. A determination is made as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.

In grades 5 through 12, when a student is referred to the MTSS/ASSIST (pre-referral) team, the following MTSS/ASSIST procedures apply. A teacher, the parent, a counselor or administrator can refer a student to MTSS/ASSIST. The student's teacher(s) are asked to submit information and the counselor or other principal designee observes the student in a variety of settings. An MTSS/ASSIST meeting is scheduled, the parent/guardian is invited, and the counselor gathers student's records. Parents are also requested to submit written information.

The school counselor or principal designee chairs the ASSIST Intervention meeting(s). Other members of the ASSIST team who are invited to attend the meeting include the student's classroom teacher(s), the principal, and the school psychologist. Other individuals may participate on the team, as appropriate and as designated in each building such as: a special education teacher, a speech and language pathologist, the school nurse, and/or agency representative(s). Every effort is made to have the parent(s)/guardian(s) attend and they are invited to bring relatives, friends, or agency representatives who have an interest in the student's education and development if they wish. MTSS/ASSIST meetings are held, as needed, when a teacher or the parent have expressed a concern about the student.

The MTSS/ASSIST team defines the student's strengths and needs, defines the problem(s) to be addressed, agrees upon appropriate "scientifically-based" interventions and assigns the student to a team member. Then the team sets a timeline for progress review, and/or makes an immediate referral for a Multidisciplinary Evaluation (MDE) if the student's need for services is acute. The team member works for the student and parent to address the areas of need.

Students' progress following the 5-12 MTSS/ASSIST process is reviewed by the building counselor and the school psychologist in 6 to 8 weeks from the intervention meeting. If interventions have been largely successful and the student's progress is improved, then the student may be monitored by the SAP team or the case closed. If the student is making little or no progress towards the goals or if the problems have worsened or additional problems have arisen, the student is referred for MDE for special education services. The team

considers whether the student's difficulties are due to a lack of instruction or limited English proficiency. A determination is made as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.

If the student, K-12, is referred for MDE and a specific learning disability is suspected, the student is further evaluated by a school psychologist with information brought back to the MDE team. The individual evaluation will address whether the student does not achieve adequately for the child's age or meet State-approved grade-level standards in one of the identified learning disability areas: oral expression; listening comprehension; written expression; basic reading skill; reading fluency skills; reading comprehension; mathematics calculation; or mathematics problem solving, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standard.

The HASD looks both at:

- (1) Whether the student responded to scientific, research-based intervention, which includes documentation that:
 - (a) The student received high quality instruction in the general education setting,
 - (b) Research-based interventions were provided to the student
 - (c) Student progress was regularly monitored, AND
- (2) Whether the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.

If the student meets the above criteria for a severe discrepancy and the team then determines that the findings of the evaluation are not primarily the result of a visual, hearing, or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage or limited English proficiency AND if the team also finds that the student's underachievement is not due to lack of appropriate instruction, was provided scientifically based instruction, and that repeated assessments of achievement were conducted at reasonable intervals, the student may be identified by the MDE as a student with a specific learning disability.

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>

Based on the most recent Special Education Data Report for School Year 2016-2017 (Data At A Glance) , a comparison of enrollment data of the Hopewell Area School District (HASD) to the state averages presents significant disproportionalities, indicating a discrepancy beyond 10%, in the areas of autism, emotional disturbance, intellectual disability, multiple disabilities, other health impairment, specific learning disability and speech and language impairment. Overall percentage of special education students within the total enrollment is 13.8% for the district and 16.5% for the state, showing a 2.7% difference under the state average. The areas of that are over the state percentage are as follows: Autism (LEA 12.2% and State 10.7%), Multiple Disabilities (LEA 4.2% and State 1.1%) and Specific Learning Disability (LEA 49.1% and State 41.8%). More students than in the past are being identified by outside professionals (physicians, psychologists and psychiatrists) as a child with Autism. The increase in outside identification is not unique to the Hopewell Area School District, but more of an issue of students being over diagnosed with this disability by outside professionals. Students residing within our school district in a Pediatric Group home and are Wards of the State have been counted in our student count previously. The students living in this facility are medically fragile students and have significant needs, thus the identification of Multiple Disabilities. In regards to Specific Learning Disabilities being over the state average, the HASD has seen increase in the number of students moving into the district from within Pennsylvania and out of state already identified with a SLD. The HASD continues to meet the needs of the students and exit them from special education when appropriate. The areas that are under the state percentage are as follows: Emotional Disturbance (LEA 5.2% and State 8.5%), Intellectual Disability (LEA 5.2% and State 6.5%) Other Health Impairment (LEA 11.5% and State 14.9%) and Speech and Language Impairment (LEA 9.8% and State 14.7%). The district continues to follow Child Find obligations and conducts appropriate evaluations. In reviewing the student data and evaluations, several students that were formerly under the separate disability categories of Intellectual Disability or Other Health Impairment are now identified under Multiple Disabilities. The district has continued the use of an early reach speech enrichment for students starting in kindergarten. Upon this implementation we have been able to provide intervention skills that have met students needs, thus decreasing the number of students in need of formal special education services for a speech and language impairment. In regards to the category of Emotional Disturbance being under the state average, the HASD has worked to become more proactive through our school counselors and classroom teachers to address behavioral health concerns as they occur. We have consistently been below the state average in this area, but continue to ensure students are monitored, referred and appropriately assessed.

District procedures for identification, location, and evaluation of children with disabilities are reviewed on an ongoing basis to ensure compliance with all special education regulations and to ensure a free appropriate public education (FAPE) is provided to students with disabilities who require special education and related services.

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?

The Hopewell Area School District (HASD) is a host School District under Section 1306.02 of the Public School Code for students residing at Pediatric Specialty Care (PSC) at Hopewell, as Pediatric Specialty Care at Hopewell is located within the district limits of the Hopewell Area School District.

The HASD is committed to providing FAPE at Pediatric Specialty Care at Hopewell to those eligible students who are residing at the facility and that meet the age requirements for educational services. The HASD Director of Special Education works closely with the Social Worker at Pediatric Specialty Care at Hopewell on all intakes to the facility. Prior to formal admission, the Social Worker contacts the Director of Special Education to provide an available information regarding a pending admission to PSC. If this is not possible due to an emergency admission, the Social Worker from PSC contacts the Director of Special Education at the HASD no later than one business day from admission of a new resident. The Director of Special Education reviews the educational history of the student and confirms the student's eligibility with the student's most recent home and/or host district and issues a PDE 4605 form to the Home District. The Director of Special Education continues discussions with the previous school district and the parent to discuss the previous level of special education services and the least restrictive environment and an IEP meeting is held within 5 business days of admission to PSC. If a parent or guardian is not identified then the HASD will appoint a surrogate per the regulations set forth by PDE. Upon review of the ER/RR and IEP, along with discussion between the Hopewell Area School District, the parent/guardian/surrogate and the previous school district, a determination of least restrictive environment is made for the student. An additional IEP meeting is held within 30 days of the student's placement at Pediatric Specialty Care at Hopewell with all necessary IEP team members to ensure that all the needs of the student are being met.

If the district becomes aware of a student residing at Pediatric Specialty Care at Hopewell through the district's child find process who is thought to be exceptional and possibly in need of special education, a Prior Written Notice for Initial Evaluation and Request for Consent Form and a Procedural Safeguard Notice would be issued to the student/parent/guardian, or surrogate. The MDE process as outlined in IDEA and Chapter 14 would be followed. If the student is found to be eligible and in need of special education, the Invitation/IEP/NOREP process according to IDEA and Chapter 14 would be followed.

Since Pediatric Specialty Care at Hopewell has opened, the significant difficulty that continues to exist is in regards to students' families that reside outside of the Commonwealth of Pennsylvania. Communication with the school district in which the

parent resides has proved to be challenging, however, services have been provided within a timely manner in order for the student not to experience a gap in services. The Director of Special Education has developed a checklist of important educational information for parents to provide when planning to transfer their child into Pediatric Specialty Care at Hopewell.

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).

The Hopewell Area School District (HASD) is a host School District under Section 1306.2 of the Public School Code for the Beaver County Jail, as the county correctional institution (Beaver County Jail--BCJ) is located within its boundaries. The HASD is committed to providing FAPE at the BCJ to those eligible students who are incarcerated that meet the age requirements for educational services. The HASD employs a special education teacher at the Beaver County Jail who is responsible for monitoring the educational program for incarcerated students. After an incarcerated student is processed, the teacher reviews the educational history of the student and confirms the student's eligibility with the student's most recent district and PIMS information. If a gap in services exists, the teacher contacts other districts the incarcerated student has attended in order to determine eligibility. If the district becomes aware of an incarcerated student that received special education services, the ER, RR and IEP are reviewed and a new IEP is developed describing the program and related services needed to meet the educational needs of the student, including the manner in which the program would be provided and at what location. The students eligible for special education services are provided a minimum of 20 hours of instruction per week.

If the district becomes aware of an incarcerated student through the district's child find process who is thought to be exceptional and possibly in need of special education, a Prior Written Notice for Initial Evaluation and Request for Consent Form and a Procedural Safeguard Notice would be issued to the student/parent/guardian, or surrogate. The MDE process as outlined in IDEA and Chapter 14 would be followed. If the incarcerated student is found to be eligible and in need of special education, the Invitation/IEP/NOREP process according to IDEA and Chapter 14 would be followed.

During the 2012-2013 school year, PDE and BSE conducted a Compliance Monitoring for the Beaver County Correctional Facility. The HASD was 100% compliant in all areas.

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.

A continuum of services and supports are provided for students with disabilities residing within the Hopewell Area School District (HASD), starting with the procedures utilized to ensure that students with disabilities are educated with their non-disabled peers to the fullest extent possible. The Multi-Tier System of Supports (MTSS) Team acts as the prereferral team for multidisciplinary evaluations at the elementary level while the Student MTSS/"ASSIST" (Assuring Student Success in School) team acts as the prereferral for multidisciplinary evaluations at the 5-12 level. The teams strive to support students in the regular education environment before referring for multidisciplinary evaluation.

A summary of the procedure used by the HASD follows:

At the elementary level (K-4), the district uses a prereferral process as the beginning process of MTSS and the use of tiered interventions to ensure that each student has every opportunity to succeed in the regular education classroom. Insight is gained through this process as to what strategies can assist in the regular education environment. Monthly grade level meetings are held to review the progress of all students in regards to specific skills in order to drive changes in instructional practices and to meet the needs of all students. At the 5-12 grade level the district employs the MTSS/ASSIST model as a strategy to aid in serving students within regular education.

1. When a student is referred for evaluation (MDE) the HASD follows a series of activities which must occur for each student suspected or known to have a disability. The student receives a comprehensive, non-biased, individual evaluation in the student's dominant language or other mode of communication. The MDE/IEP team makes every effort to implement instruction and services, using supplemental aides and services, within the regular education environment. The MDE/IEP team always considers a full continuum of services. When determining the student's level of intervention, the first option considered is always the regular education classroom with supplemental aides and services. The following are a list of options considered:.

Assistive Technology/Services and Physical Modifications	--Specific seating arrangements (planned seating: classroom, bus, cafeteria, auditorium, specials --
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Adjustments to sensory input; (e.g.) light and/or sound --Environmental aids (e.g.) Classroom FM systems, Individual FM systems, heating and air conditioning, room partitions --Specific arrangement of furniture to accommodate walkers, wheelchairs, etc. --Specially individualized desk and chair, etc. --- Use of study carrel ---Use of Interpreters ---Use of communication devices such as dynamites/dynovox -- -Providing books on CD ---Providing alternate computer access ---Providing special lifts for example, a lift for the swimming pool ---Providing elevator access as required ---Providing related services ---Use of headphones to block out background noise ---A student who has difficulty transitioning from class to class may be provided a paraprofessional to assist with transition times ---Coaching and guided support for team members in the use of assistive technology for an individual student ---Scheduled opportunities for parent training and collaboration ---Adapting writing utensils---Student lifts---Mp3 Players---iPads ---Counseling supports (school counselor, consulting psychologist, group meetings, TSS support (when student receives outside services), individual school based therapy, peer supports) ---Provide support to teachers on instructional design (e.g., minimizing written directions, verbal prompts, cueing, etc.) --- Implement a peer buddy system during difficult class activities (rotate peer buddy). ---Use coping/stress reduction skills when student is anxious about performance or is escalating in front of peers. ---Use precorrection before students engage in a review activity, ask for an example of how to complete the assignment. ---Remove student from the situation/setting that is triggering the problem behavior in order to effectively manage and de-escalate the crisis. Escort the student down the hallway and prompt the student to work appropriately in order to de-escalate the agitation. (The student can be taken into the counseling office and seated in one of the chairs in order to review social stories and work on self-management skills) --- Use gestural/physical, proximity prompts, but minimum verbal directions, to get him/her going on

Behavior Support

one or more of the crisis management procedures. --- Use interventions with positive replacement behaviors --- Ignoring inappropriate behavior whenever possible but immediately rewarding all appropriate behavior --- Anticipating and preventing the antecedents causing behavior --- Designate a “safe place” for establishment of self regulatory coping mechanisms --- Seating close to teacher, but allowing space to “spread-out” in order to avoid confrontation with fellow students --- Adult support is needed during any group/social interaction or activity or to keep him/her on task with the activity at hand --- Schedule functional activities and build routines that offer opportunities to move around and burn energy, especially prior to times/activities that are predictable triggers for disruptive talk-outs --- Rehearse and role play with student as to what to do when peers tease or mimic him, trying to get the student to say silly things that just get him/her into trouble --- Validate feelings and offer alternative replacement behaviors in the form of 1-2 choices, consistency of social skills development with “social stories”, consistent encouragement to “use words”, use clear, simple directions, ignore inappropriate behavior whenever possible --- Immediately reward appropriate behaviors, lots of smiles, verbal praise, read stories of choice, outside play, being a “helper”, “special “jobs”, seating next to a positive peer role model, “Social Stories’ book, puzzles, art projects, computer time/games, etc. --- Use classroom routines. Routines are specified for preparing for the day, taking care of personal needs, turning in homework, and getting help. Each classroom teacher determines if the routines will be teacher-defined &/or student-defined. Routines are taught at the beginning of the year and practiced on a daily/weekly basis --- Teach student how to self-monitor behavior; meet with student on a predesignated time to discuss the student's view and evidence of behavior --- For younger students, use a predictable activity schedule. A photo activity schedule will be used to inform the student of the activities of the day and the choices offered. --- Adapt curriculum/make modifications --

<p>Classwork/Homework Assignments/Organization</p>	<p>teacher will shorten lessons and adapt difficult assignments so that the student is more successful in academic work. ---One-to-one replacement skills that serve the exact function as the problem behavior --- Use of a level system (reward system) ---Use of a contracting system with goals clearly identified --- Redirect the student to another activity or prompt the student to use an alternative skill. ---Use a timer for student to remain on task ---Student rewards are linked to objectives and rewards are varied to maintain student interest ---Teachers should always be non-threatening in their interactions. Even though the teacher must be firm and enforce limits, they still must remain non-threatening. ---Provide opportunities to participate in community activities and events. Prepare students before the activity. ---Reduce number of items on a page ---Increase amount of time to complete assignments ---Color code student materials to help the student stay organized -- -Prioritize assignments and activities ---List and post all steps necessary to complete an assignment ---Use a calendar to plan for long-term assignments ---Use a consistent way for student to turn in and receive back papers; reduce distractions for student ---Help student organize him/herself; frequently monitor notebooks, dividers, locker, bookbag, desk, etc. ---Give students specific time frames to complete small segments of a given task with frequent teacher feedback ---Provide before or after school tutoring --- Parent check and sign assignment book ---Provide student with a list of needed materials and their locations. ---Use of a developmentally appropriate communication board ---Arrange for a peer who will help with organization ---Use daily/weekly assignment sheets with the teacher verifying accuracy of assignments recorded ---Allow student extra time to organize books from last class before beginning next class ---Provide samples of completed assignments to use as models ---Providing visual daily schedule---Text to Talk Program (DragonSpeak, Siri, Word Text to Talk)</p>
<p>Collaborative (Adults working as Team Members)</p>	<p>---Scheduled times for teacher co-planning --- Arrangement of instruction that supports</p>

collaboration (paraeducator support, consultation with related service providers, consultation with special staff, and coaches, sponsors ---Scheduled opportunities for parental collaboration with the teachers (Act 80 days) Partial Dismissal Days ---Community Based Instruction collaboration with local community and county resources ---Early Intervention transition meetings ---Transition meeting for secondary students which include members from outside agencies such as OVR, BCBH, Job Training, local colleges, etc.

Instructional Modifications and Presentation of Subject Matter

--Providing alternate methods for students to demonstrate learning; for example, oral answers, pointing, drawing, etc. --Providing modified curricular goals --Limiting class sizes --Providing proven scientifically based instruction --Providing instruction in multi-modalities (if possible teach to learning styles) ---Teacher provides copies of notes ---NCR paper for peer to provide notes ---Reduce reading levels of assignments ---Use visual sequences ---Teacher tape lesson for replay or discussions ---Use curriculum specific tapes ---Teacher to present models or demonstrations ---Share activities with groups of students ---Reduce number of concepts or ideas a student must learn at any one time ---Alter the pacing of instruction ---Increase review of lessons taught BEFORE introducing new ideas ---Use Rubrics - --Provide clear/concise directions ---Periodically check for student understanding ---Providing research-based alternate or supplementary materials ---Schedule more difficult classes at times appropriate for the respective student ---Gain student's attention before giving instructions ---Provide instruction on functional skills within the context of the typical routines in the regular classroom ---Providing research based supplementary materials ---The teacher may alternate quiet and active time ---Verbal or non-verbal praise for accomplished task -- -Positive reinforcement ---Concrete reinforcement ---Planned motivation sequence of activities ---Offer options or choices ---Use of student strengths and interests in lesson planning as possible. ---Call on student to answer when you are sure the student

Motivation and Reinforcement

Parent/Student/Teacher Communications	<p>knows the answer and when the student has followed the rules. ---Use proximity control techniques --- Increase active responding ---Allow a student to be a "helper" for large projects</p> <p>---Develop a daily/weekly journal ---Notify parents immediately of missing assignments/or incomplete assignments ---Provide parents with duplicate sets of texts if student has difficulty remembering to bring books home ---Provide progress reports as determined by the team ---Schedule periodic meetings with parents ---Communicate with parents with school provided daily planner---Remind App-- Schoology</p>
Social Interaction Support (Supports and services to increase appropriate behaviors and reduce disruptive or interfering behaviors)	<p>---Social skills instruction (social stories) --- Counseling supports (school counselor, consulting psychologist, group meetings, collaboration with TSS support, individual school based therapy, peer supports) ---Structuring of activities to create opportunities for positive social interaction ---Use cooperative learning groups to foster social interactions ---Teach social communication skills, such as greetings, conversations, taking turns, sharing, negotiations, etc. ---Focus on the social process rather than on the product ---School Wide Bullying Program ---Assistance as necessary with extra curricular activities-plays, musicals, band, concerts/sports, etc. --Lunch buddies ---D&A Counseling as required ---Use of time management strategies ---Use of non-verbal cues ---Create a structured environment with predictable routines ---Provide cards on desks with rules for individual desk work ---Stress effort and enjoyment for self rather than competition with other students ---Minimize timed activities; structure class for team effort and cooperation ---Prepare students for transition. Give an advance warning when a transition or "different" activity will take place --Allow student to respond orally or to point to a response --Read test to student ---Preview language of test questions ---Chunk tests into sections ---Use specific test types or limited combinations (short answer, reduce multiple choice options, reduce essay section) ---Modify format ---Reduce number of items required to complete on a test ---Provide extended</p>
Testing Adaptations	

time ---Use of applications in real settings ---Test administered by resource person ---Allow students to mark answers on the test rather than on an answer sheet ---Highlight key words or phrases in directions - --Repeat directions and have student demonstrate understanding of directions ---Use enlarged text --- Ignore spelling/grammar errors when content is evaluated ---Allow use of a calculator unless assessing computation ---Grade only items completed ---Use a pass/fail system ---Allow use of notes or books for testing ---Allow ample space for writing answers --- Permit breaks during long tests ---Use uncluttered test forms ---Allow student to either use print or cursive ---Modify the standard grading system ---The transition coordinator or agency will assist student to develop a simulated independent living plan and monitor the plan for effectiveness. ---The transition team will provide information to student/parents in order to make good decisions to attend intake counseling sessions with Human Services organizations ---Local agencies and the transition coordinator will assist the family to determine what legal resources are available. ---The transition coordinator/school counselor/local agencies will help the student and family to explore guardianship or conservatorship. ---Local agencies will assist the student/family to search for living arrangements. ---The school counselor/parents/teachers/transition coordinator will assist the student in course selection, CBI selection, and programming in order to meet skills of daily living.---Participation in County Wide Transition Day.

Transition--Independent Living

---School counselor will meet with students to expand "career awareness" knowledge. ---The transition coordinator will arrange for job shadowing experiences. ---The transition coordinator will arrange for the student to take a vocational assessment (inventory, aptitude or ability). ---The school counselor and transition coordinator will assist the student in developing a list of respective strengths, assets and skills as they pertain to job functioning. ---The transition coordinator and/or

Transition--Jobs and Job Training

Transition--Post-Secondary Education	<p>school counselor will assist the student in making an appointment with the OVR counselor.</p> <p>---The school transition coordinator/counselor will assist the student in locating secondary education institutions of interest. In addition, the transition coordinator will assist the student in locating information regarding the selected schools. ---The transition coordinator/counselor/LEA will assist the student in applying for the ACT or SAT with accommodations. ---The transition coordinator or counselor will assist the students in locating a SAT review course. ---The transition coordinator or counselor will assist the students in filling out college forms. ---The transition coordinator/school counselor/ or outside agency will assist the student in identifying possible sources of financial support for vo-tech or college.</p> <p>---The transition coordinator/coaches/school counselors/teachers/special education director will assist the student to investigate/join a school club or sport team. ---The transition coordinator/coaches/school</p>
Transition--Recreation/Leisure/Community	<p>counselors/teachers/special education director will assist the student in exploring and attend school functions such as dances, tournaments, etc. ---The transition coordinator/coaches/school</p> <p>counselors/teachers/special education director will assist the student to familiarize himself/herself with community resources such as the location of the banks, stores, hospital, doctors, etc.</p>
Transportation	<p>--Wheel chair lift --Special customized harness --Transportation aide(s) --Nurses for physically fragile children --First Aid and CPR Training for Drivers and Aides --Behavior Training for Drivers and Aides ---Seat student near bus driver ---Assign the front window seat so that the student can't easily touch or be touched by other students as they enter or exit the bus</p>

If the MDE/IEP team determines that this option will not meet the student's needs, more restrictive options will be considered until an appropriate level is reached.

Prior to placement in special education, the district must ensure that the appropriateness of

the resources of the general education program, including prevention and support services, have been considered.

2. If the student is eligible for special education, the Team must first consider placement in general education with appropriate support for the student and the student's teacher(s). The IEP must include statements of the child's present levels of educational performance, including how the student's disability affects involvement and progress in the general curriculum.
3. A student's educational program must be developed with the meaningful involvement of the student's parent(s) or guardian(s) and teacher(s), and the student, when appropriate. The IEP Team must include persons knowledgeable about the student, the evaluation data and the continuum of alternative placement options. As a member of the team, the regular education teacher must, to the extent appropriate, participate in the development of the student's IEP, including (1) the determination of appropriate positive behavioral interventions and strategies; and (2) the determination of supplementary aids and services (as listed above), program modifications and support for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals. In addition, the representative of the school district on the IEP Team who is qualified to provide, or supervise the provision of, specially designed instruction must be knowledgeable about the general curriculum and knowledgeable about the availability of resources of the school district. The individual who is knowledgeable about the evaluation data must be able to interpret the instructional implications of evaluation results.
4. Measurable annual goals, including benchmarks or short-term objectives, must be related to meeting the student's needs that result from the disability to enable the student to be involved in and progress in the general curriculum and meeting each of the student's other educational needs that result from the disability.
5. Other placements, such as special education classes, special schools or other removal from the general education environment, would be considered only when the Team determines that a student's education in regular classes cannot be satisfactorily achieved even with the use of supplementary aids and services.
6. The IEP of the student must include an explanation of the extent to which the child will not participate with nondisabled children in the regular class and in other activities.
7. The Team must indicate clearly defined expected benefits to the student from the special education program selected to address the full range of the student's needs in the areas of academic or educational achievement and learning characteristics, social development, physical development and management needs.
8. The parent or guardian must be provided a NOREP which describes the program and placement options considered for the student and a rationale for those options not selected.

Additionally, the HASD has taken additional steps to promote inclusionary practices.

- The school district has revised curriculum that focuses on the Pennsylvania Core Standards, but still allows additional time for specific strategies, accommodations, adaptations, modifications and methods for both special education and regular education students to enable them to grasp the course material. For instance, basic courses are offered through regular education in reading/English Language Arts and math at the elementary level, as well as in reading/English, math, social studies, and science at the secondary level. Evidenced-based models of reading/English Language Arts and math (SRA Corrective Reading, Wilson Reading program and Every Day Math-EDM) are used at the junior high school and the same language arts program is used at the senior high school. Finance and consumer math classes are offered at the high school instead of the EDM program.
- The high school offers inclusion classes in all grade levels and in all academic subject areas in addition to several non-academic courses. In addition Support Study Halls are offered at all levels. The HASD uses the co-teaching model of inclusion to the full extent possible.
- Paraprofessional assistance is available at all levels for both inclusion classes and for behavior monitoring, academic review, transition activities, and health related issues as identified by the school nurse, student physician, and included as a health related service in the IEP. Paraprofessionals have received training in inclusionary practices and all of the district's paraprofessionals are considered highly qualified. Personal Care Assistants are also employed by the district to assist students who have more severe disabilities so that they can participate in regular and special education programs in their home schools. All paraprofessionals and Personal Care Assistants receive CPR and First Aid Training on a yearly basis through the American Red Cross.
- Support Staff such as bus drivers, cafeteria and custodial staff receive training yearly in behavior management, first aid, CPR, and in specific types of disabilities such as ED and Autism.
- Students with disabilities access nonacademic (e.g., music festivals, clubs, field trips) and extracurricular activities (e.g., athletic teams) in the same way as regular students. Eligible students are actively recruited to participate to the greatest extent appropriate (e.g., service learning activities, team members, team managers, statisticians, nurse assistants, secretarial assistants, assistant equipment managers.)
- Regular education teachers and special education teachers have adopted the philosophy of Project MAX through the assistance of the BVIU and PaTTAN. Staff are assuming competence for ALL students and providing more opportunities for students to access grade appropriate content when it is appropriate for the individual students. They are becoming more skilled at modifying or adapting curriculum expectations for students with disabilities, therefore students are spending MORE time in the regular education classrooms than in the past.
The HASD also welcomes the assistance of local agencies which include the Behavioral

Health and Developmental Services, MH/ID, WPIC, Value Behavioral Health, the Women's Center, the Office of Vocational Rehabilitation, Children and Youth Services, Social Security Administration and other agency services such as wrap-around, TSS, and mobile therapy. The district participates in team meetings with the behavioral staff and considers these services essential to the success of the respective students. In January 2018, the HASD began a partnership with Family Behavioral Resources to provide School Based Mental Health Services to students at the Junior and Senior High level. This services is anticipated to start at the elementary level at the start of the 2018-2019 school year.

The HASD utilizes the services of the BVIU for Hearing Support. The district contracts agencies for services such as Vision, O&M, OT, PT, etc. For low incidence disabilities, such as blindness, the district may need to use an outside placement if services cannot be provided within the home district.

Children placed in or referred from private institutions are entitled to the same considerations as outlined above. Program options and placements are based upon degree of need. Every effort is made to educate students with non-exceptional peers to the maximum extent possible.

Overall, a full continuum of services is offered based upon the individual needs of the students, as the law mandates, and a placement in out-of-district placement may be the least restrictive environment that is recommended. The district continues to include students with disabilities in the general education curriculum with supplementary aides and services to the fullest extent possible. IEP teams utilize the Supplementary Aides and Service Toolkit when additional supports are needed for students to participate in the general curriculum or setting. The HASD continues to focus training staff on the SAS Toolkit in the Standards Aligned System in order to promote even greater inclusionary practices when the needs of students warrant additional supports. To date, Hopewell Memorial Junior High staff have received the Supplementary Aids and Services Training provided by the BVIU as part of the HASD's LRE Corrective Action Plan. Schools that are currently part of the Project MAX teams have also received this training.

As of the December 1, 2015 Child Count, students with disabilities in the HASD who are receiving special education and related services in other settings is 5.9%, which is 1.0% over the state average of 4.9% and 1.3% over the SPP target of 4.6%. Although this percentage is higher than the state average and SPP target, the percentage remained steady for a few years and has decreased over the previous years (6.4% in 2012-2013, 6.8% in 2013-2014, and 6.8% in 2014-2015). The HASD continues to operate life skills, autistic and emotional support at the elementary, junior high and senior high levels. Even with the continuation of these services, the needs of students moving into the HASD continue to exceed the level of supports offered within the district's program, thus warranting the least restrictive placement outside of the district. The HASD created an LRE Improvement Plan that was approved by PDE to address this issue through June of 2016. Professional

development activities included a School Wide Needs Assessment, Understanding and Implementing LRE, and Collaboration and Consistency K-12. The following activities took place:

- ***School Wide Needs Assessment***

September 11, 2013—8:00am to 4:00pm

- o Core LRE Improvement Plan Team met with the BVIU to conduct the School Wide Needs Assessment.

- ***Supplementary Aides and Services Toolkit Training***

October 31, 2013—12:00pm to 3:00pm

- o All Junior High School staff met, in two groups, with the BVIU TaC staff to understand the Supplementary Aides and Services available and to prepare for the next few years of instruction.

- ***Collaboration between Regular Education and Special Education Staff***

Monthly during the school year from November 2013 to present—1 hour

- o Teachers are given time to discuss and collaborate regarding resources available and instructional changes necessary for their classrooms.

- ***Calendar Changes at the Junior School to include more Inclusion Activities***

Started in January 2014, on-going

- o Monthly meetings with committee members were held. The calendar was altered for the 2014-2015 school year and is again being revised for the 2015-2016 school year to include more regular education time in the general schedule of students.

- ***Roles and Responsibilities of General Education Teachers, Special Education Teachers and Paraprofessionals***

March 21st and 28th 2014

- o Overview to Junior High Staff Members; Review of Supplementary Aides and Services Toolkit.

- o Additional PaTTAN materials discussed: Teachers and Special Education Paraprofessionals Working as a Team to Support Students

- ***Understanding and Implementing LRE-Training for Staff***

September 19, 2014—12:30pm to 3:00pm

- o Introduction to Teachers' Desk Reference: Practical Information for Pennsylvania's Teachers

o Highlighted Areas:

- Inclusive Practices
- Maximizing Student Learning with Flexible Grouping Practices
- The Shared Responsibility of Educational Team Members
- Supplementary Aides and Services
- ***Response to Instruction and Intervention Model Revised***

September 2014, February 2015, May 2015

- o Monthly meetings with administration to discuss changes for the 2015-2015 school year.
- o Junior High School will reflect changes to the Grade 5 and 6 intervention time.
- ***Special Education Showcase***

February 11, 2015—4:30pm to 6:30pm

- o Opportunity for community members to walk through and talk with the teachers in the Autistic Support, Life Skills Support and Emotional Support Classrooms.
- ***Transition Meetings: 4th to 5th Grade, 8th to 9th Grade***

April 2015: 2 days, May 2015: 7 days

- o Meetings held in order for students, parents, and teachers to collaborate regarding the student moving from one building level to the next.
- ***Separating Autistic Support and Life Skills Programs/ Classrooms at the Senior High School***

May 2015: 3 days

- o Collaboration between junior high and senior high school staff regarding autistic support in the regular education and special education classroom.

June 2015

- o Seeking approval from PDE for relocation of classrooms to best suit the needs of the students at the senior high school level.
- ***Changes in the Junior High School Master Schedule***

August 2015

- o Schedule changed to include time in regular education for more core instruction.
- o Changes to level of support provided in the regular education classrooms with inclusion options.

- o Collaboration time added for regular education and special education teachers.

- ***Grade Level or Department Meetings***

August 2015-June 2016 monthly

- o Special Education teachers were provided the consistent opportunity to meet with the regular education peers discussed grade level information or department specific instructional information.

- ***RtII/MTSS Model Revised***

October 2015, January 2016, May 2016

- o Monthly meetings with administration to discuss changes for the 2016-2017 school year.
- o Junior High School provided specific intervention times for Grades 5 and 6. Continued changes to intervention time for Grades 7 and 8.

- ***Special Education Showcase***

May 23, 2016—6:30pm to 8:30pm

- o Opportunity for community members to walk through and talk with the teachers in the Autistic Support, Life Skills Support and Emotional Support Classrooms. This year the event was held in with 4th Grade Parent Orientation.

- ***Transition Meetings: 4th to 5th Grade, 8th to 9th Grade***

April 2016: 3 days, May 2016: 6 days

- o Meetings held in order for students, parents, and teachers to collaborate regarding the student moving from one building level to the next.

- ***Separating Autistic Support and Life Skills Programs/ Classrooms at the Senior High School***

October 2015, January 2016, April 2016: 4 days

- o Continuation of collaboration between junior high and senior high school staff regarding autistic and life skills support in the regular education and special education classroom.
- o Potential need for additional autistic support classroom at the Junior High School level.

As of the December 1, 2015 Child Count students with disabilities in the Hopewell Area School District who are receiving special education and related services inside the regular education class 80% of the day or more is 49.1%, which is 12.7% below the state average of 61.8% and 14% below the SPP target of 63.1%. Although this percentage is lower than the state average and SPP target, the percentage continues to fluctuate each year in an effort to meet the students needs and the SPP target (60.6%% in 2012-2013, 53.4% in 2013-2014 and, 54% in 2014-2015). The HASD has created an LRE Improvement Plan that was approved by PDE to address this issue through June of 2016. Professional development

activities included Supplementary Aides and Service Toolkit Training, Roles and Responsibilities of General Education Teachers, Special Education Teachers and Paraprofessionals and Grade Level Team meetings. The HASD continues to offer these trainings to teachers, paraprofessionals, administrators and parents.

As of the December 1, 2015 Child Count, students with disabilities in the Hopewell Area School District who are receiving special education and related services inside the regular education class less than 40% of the day is 8.4%, which is 1.1% below the state average of 9.5% and indicates that the HASD has met the SPP target for this LRE.

Behavior Support Services

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

The Hopewell Area School District (HASD) is committed to teaching students with diverse abilities and needs in an environment that will optimize student learning. There are, however, those instances when student behaviors interfere with learning experiences.

Currently, the HASD has emotional support programs at all three levels (elementary, junior high and senior high). The HASD also has Multi-Tier System of Support (MTSS) or Student Assistance Teams (ASSIST) and the Student Assistance Program (SAP) at all three levels. The SAP model is utilized by both the MTSS/ASSIST and SAP teams to address student behavior problems, possible drug and alcohol use and social problems. All three programs provide all students, including at-risk students, with a safe and orderly learning environment. The HASD also operates a School Wide Positive Behavior Support Plan that works differently at all three levels. HASD staff continue to work on improving the SWPBS at each level to help improve student behavior and morale.

Training on functional behavior assessments, data collection processes, development and implementation of positive behavior support plans, crisis intervention and de-escalation techniques. The district utilizes the Beaver Valley Intermediate Unit to train for Crisis Prevention Institute (CPI). All HASD administrators are currently trained in CPI, which include de-escalation and restraint training. Identified CPI team members within each building, including all special education paraprofessional staff are trained/retrained each school year. CPR, First Aid and AED trainings are also conducted annually as part of the HASD's Safety Committee mission. State mandated Child Abuse Reporting training continues to be provided according to PDE's mandates. In January 2018, the HASD began a partnership with Family Behavioral Resources to provide School Based Mental Health Services to students at the Junior and Senior High level. This service is anticipated to start

at the elementary level at the start of the 2018-2019 school year.

The HASD's Positive Behavior Support Policy represents a three tier hierarchical model. All interventions are based on positive, current best practices and occur in the least restrictive environment. The three levels of intervention are:

- Level I: General classroom practice with good classroom management strategies.
 - Does not require attachment of a Positive Behavior Support Plan to the IEP.
- Level II: Student Specific Positive Behavior Support Plan.
 - Requires IEP team to conduct a Functional Behavior Assessment (FBA) to define the behavior and function of the behavior. The PBSP is then developed based upon the outcome of the FBA. The PBSP is then attached to the IEP. An FBA will be conducted and a PBSP developed and implemented for those exceptional students who exhibit chronic disruptive behavior. Such intervention programs shall be utilized for students who exhibit any one or more of the following:
 - Display inappropriate school behaviors;
 - Cause disruptions in unstructured settings (bus, cafeteria, transitions, etc.);
 - Frequently receive detention; and/or
 - Receive three or more suspensions (in-school, out-of-school, time-out)
- Level III: Change in placement or use of identified restraints.
 - Only utilized when interventions at Level I and II have been unsuccessful. This requires the IEP team to reconvene to determine the most appropriate action based upon the student's need. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have been proven to be or are less effective. Following the use of a restraint, parents are notified immediately and an IEP meeting is held to determine whether or not the student requires a new or revised reevaluation, functional behavior assessment, positive behavior support plan, or a change of placement. Aversive techniques are never to be used and restraints and discipline are not to be used as a substitute for a behavior management program.

Suspensions are also considered in the district Positive Behavior Support Policy. Suspension of a student identified with an intellectual disability, even for one day, requires MDE, NOREP and issuance of Procedural Safeguards Notice to the Parent(s)/Guardian(s). Also, procedural safeguards must be issued for the suspension of all eligible students whose suspension exceeds 10 consecutive school days or 15 cumulative school days.

During the 2016-2017 school year, there were 11 separate Out of School Suspensions issued for students receiving special education services. The following is the breakdown:

- 0 Elementary (0%)
- 1 Junior High (9.1%)
- 10 Senior High (90.9%)

Currently, there are 24 separate incidents of Out of School Suspensions issued for students receiving special education services, indicating an increase of 118% from the previous school year. The current breakdown is as follows:

- 1 Elementary (4.2%)
- 6 Junior High (25%)
- 17 Senior High (70.8%)

The significant increase in suspension numbers are linked to a continued zero tolerance policy for certain behaviors. A student's PBSP and IEP are always reviewed and followed prior to discipline of suspensions.

In regards to restraints, 0% of students within the HASD programs needed the use of restraints during the 2016-2017 school year, or for the current school year (2017-2018). Students within the emotional support program and autistic support programs were able to utilize de-escalation techniques in their IEPs, including the use of the sensory rooms. During the 2016-2017 the HASD reported a total of 8 separate incidents of restraints (6 for one student and 2 for another student) for students placed outside of the HASD programs. For the 2017-2018 school year we have reported 1 restraint for a student placed outside of the HASD programs.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Hopewell Area School District (HASD) is currently providing services to **all identified students and is not experiencing difficulty ensuring FAPE for either an individual**

student or a disability category.

Special and regular education teachers at all levels design and implement the necessary adaptations and modifications needed for students to be successful in the general curriculum.

The HASD is knowledgeable of the district's responsibilities under the MOU and follows the procedures set forth in the local interagency agreement. This agreement ensures that children with disabilities will be supported in a coordinated fashion so as not to interrupt services and programs needed by these children in the least restrictive environment

At the elementary level (K-4), the district begins with the prereferral process, a beginning stage of the MTSS (Multi-Tier System of Support) process, in order to ensure that each student has every opportunity to succeed in the regular classroom. Insight is gained through this process as to what strategies can be successful in the regular education environment. At the 5-12 grade level the district also employs the ASSIST model (Assuring Student Success in School) as a strategy to aid in serving students within regular education. When a student is referred for evaluation (MDE) and identified as a special education student, the MDE/IEP team implement instruction and services, using supplemental aides and services, within the regular education environment. The district offers differentiated basic courses such as language arts, math, history, and science (which have a lower student to teacher ratio) at the elementary level and at the secondary level through the regular education curriculum. Special education aides (paraprofessionals) are employed by the district to assist students who have more severe disabilities so that they can participate in regular and special education programs in their home schools. The MDE/IEP team always considers a full continuum of services. When determining the student's level of intervention, the first option considered is always the regular education classroom with supplemental aides and services. If the MDE/IEP team determines that this option will not meet the student's needs, more restrictive options will be considered until an appropriate level is reached.

The district offers a full range of services, from supportive to supplemental levels of intervention, in every district building. Support study halls are offered at the elementary and secondary level. Instructional groups that are offered at every building include Learning Support, Life Skills Support, Autistic Support, Speech and Language Support and Emotional Support. The BVIU provides itinerant services for Hearing Support, as needed, in every school building. The Western Pennsylvania School for Blind Children provides itinerant services for Blind of Visually Impaired Support, as needed, in every school building.

Children referred from private institutions are entitled to the same considerations as outlined above. Program options and placements are based upon degree of need. Every effort is made to educate students with non-exceptional peers to the maximum extent possible.

If a student's needs cannot be met within the school districts' support system; the district considers other supports which have been successful:

- Use the Oberti Test (a review of what supports and services have been provided to the child and were they appropriate to meet the child's unique needs?) Has the district provided the opportunity for the child to participate with typical peers to the maximum extent possible.
- The BVIU is contacted for assistance along with the Beaver County Behavioral Health (MH/ID) Value Behavioral Health, the Prevention Network and other agencies or educational entities such as:
 - Achieva
 - Beaver County Rehabilitation Center and Basswood Initiatives
 - Lifesteps of Beaver County
 - Office of Vocational Rehabilitation
 - Project Star
 - Juvenile Services of Beaver County
 - Beaver County Community College
 - Drug and Alcohol Services of Beaver County
 - Hopewell Police Force
 - Women's Center of Beaver County
 - Social Security Administration
- Child and Adolescent Service System Program meetings are convened to resolve such situations quickly and effectively.
- In cases of extreme emergency, the eligible student is referred immediately to the BSU for crisis intervention, assessment, counseling, and assistance with recommendations.
- The HASD also utilizes the services of regional private/approved private school placements and partial hospitalization placements such as the Watson Institute, Holy Family Institute, Pressley Ridge, The Bradley Center, St. Stephen's, Wesley Family Services, WP School for the Deaf, WP School for the Blind, WPIC, and Southwood Hospital.
- Contact neighboring districts for placement options that may be of more benefit to the student and would provide FAPE.

- The most restrictive placement is Instruction in the Home and this is only used when a child is too medically fragile to attend school or found to have a disorder the predicates its necessity.

If the school district should find itself in a position where a placement that provides FAPE cannot be located; the district will contact the Bureau of Special Education for advisory services.

Strengths and Highlights

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

During the course of the 2016-2017 school year, the Hopewell Area School District (HASD) provided special education services to 287 students. Of these students, 9.8% are identified as having a primary disability of a speech and language impairment. The HASD Special Education Department is comprised of the Director of Special Education, one full time school psychologist, one part-time school psychologist and an administrative assistant. The Special Education Department currently employs 22 special education teachers, 2.5 speech and language teachers and 34 paraprofessionals. The HASD has a committed and caring special education and regular education staff who work collaboratively to meet the needs of all of their students. The HASD operates all special education programs in accordance with applicable federal and state laws and regulations, while offering a full continuum of services. A team approach is used in making all decisions regarding students with disabilities. All of the Hopewell professional staff, including regular and special education teachers, counselors, building principals and the school psychologist are committed to working collaboratively in resolving all issues and in making decisions regarding students with disabilities.

Strengths and highlights of the special education services and programs for students with disabilities within the HASD include:

- **Continuum of programs:**
 - Learning Support: K-12
 - Emotional Support: K-12
 - Speech and Language Support: K-12
 - Autistic Support: K-12
 - Life Skills Support: K-12
- **Technology Use and Data Management:**

- CSIU for recording and management of student grades, attendance, disciplinary events, PVAAS, District test results including SAT scores, etc.
- "Parent Portal" technology application so that parents can easily access student grade information, contact teachers, check homework requirements, class projects, class averages, etc.
- Special education teachers in the district have been provided personal computers. They are required to manage student data and input information for all special education forms (ER/RR, Invitations, IEPs)
- Use of IEPWriter and a password protected special education network so that special education teachers, regular education teachers, principals and counselors with a legitimate need to know may access a student's IEP, including transition and behavior support interventions.
- Special education teachers are required to keep a "communication log" for each special education student so that communication with parents and others who are involved with students can be closely tracked and monitored.
- **Data Collection:**
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in the District's elementary school for grades K and 1. The DIBELS project produced increased achievement in reading skills at the K-1 levels.
 - The district adopted the Northwest Evaluation Association (NWEA) as a universal screener and benchmark indicator for reading and mathematics in grades 1-8. Assessments are conducted 3 times per school year.
 - At the elementary level, the district continues with the development, training and implementation of the Multi-Tier System of Support (MTSS) for instruction, support and on-going data collection, analysis, and progress monitoring of student performance.
- **Instructional Supports:**
 - The district provides a full day every day kindergarten program in all three elementary buildings.
 - Instructional time continues to be for two periods (80 minutes at minimum) per day in language art in grades K-8 and for mathematics in grades K-6.
 - Support is available for students receiving special education services all day long. At the elementary level, a teacher is available for support throughout the school day. At the 5-12 grade level a support study is built into the master schedule to allow for students to receive the necessary supports from a special education teacher throughout the entire school day.

- The Community Based Education component of the special education program in grades K-12 is exemplary. For example, the students learn daily living skills by traveling into the community to purchase groceries, shop for gifts for their parents and friends, eat at restaurants learning to use menus and purchasing items within their budgets, job shadow as permitted by local businesses and access local recreational opportunities.
- SRA Corrective Reading and Wilson Reading programs for its special needs students in grades 2-12. The progress monitoring information strongly supports the effectiveness of the programs.
- The HASD is determined to stay current on effective instructional practices. The District participates in numerous state initiatives, such as, Data Driven Decision Making, Value Added Assessment and Progress Monitoring, Health and Wellness Initiative, Math and Science Partnership and Full Day Everyday Kindergarten. Participation in each of these programs is influencing District goals and is an integral part of District curriculum, instruction and assessment.
- Use of Kurzweil.
- Use of Bookshare.
- Individual iPads or laptops to meet the physical needs of students.
- Progress Monitoring through Moby Max, Reflex Math and IXL.
- Related Services are provided to students as needed
- **Behavior Supports:**
 - A School-Wide Behavior Program for all students in grades 5-8. The goal of this program is to reduce the number of repeat student disciplinary referrals, thereby assisting in keeping our percentage of ES students lower than the state percentage.
 - A School-Wide Anti-Bullying Program that meets on a monthly basis and targets specific issues.
 - Psychologist for group and individual therapy sessions for the students enrolled in emotional support. The psychologist meets with the ES teachers and students individually and in group sessions on a weekly basis.
 - An outstanding emotional support program at all levels. This program uses a highly structured behavior management system which assists students with emotional and behavior disorders in maintaining appropriate behaviors within their home schools. This program has been instrumental in maintaining the least restrictive environment for many students with behavior disorders.
 - Sensory rooms or sensory areas are available in grades K-12 for students receiving special education supports through Autistic Support.
- **Transition Services and Post Secondary Supports:**

- Strong collaboration with the BVIU regarding Early Intervention and transition to school age services.
- Expansion of the District transition program to include service learning for its students with special needs.
- School stores located at the high school and elementary level are operated by students with special needs. The profits are used to supplement community projects such as Birthday Grams to senior citizens and Meals on Wheels
- A School-To-Work Transition program is available to students with special needs in grades 9-12. The student must adhere to federal and state requirements for work permits and are released from school for either a morning or afternoon session. In addition, the student earns 3 credits per year: 2 credits for satisfactory work reports and 1 credit for attending a school-to-work preparatory class.
- Participation in the County Wide Transition Day
- Partnership with Basswood Initiatives for Pre-Employment Transition Skills (P.E.T.S) Program weekly at the Senior High
- **Trainings and Professional Development:**
 - The HASD provides continuous parent training programs. Topics that have been presented include Transition, Dual Diagnosis, Behavior Management, DIBELS, Lexia, Wilson Reading, Guided Reading, SRA Corrective Reading, ADHD, Special Education Procedural Safeguards, OVR, PASA, PSSA and allowable accommodations.
 - The District offers many opportunities for training regarding adaptation and modification of curriculum and of classroom structure for its entire professional staff. IDEA funds have been made available to special education teachers and counselors to attend sessions and workshops that deal with special populations (i.e., autistic students), behavior support, progress monitoring, reading instruction, EDM instruction and inclusion. Indicator 13 training, MTSS training, Non-violent crisis intervention training has been offered to all professional and paraprofessional staff as well as District bus drivers. The bus aides have been in-serviced on the topic of Autism and how it relates to transporting students with Autism to and from school.
 - Training for paraeducators using the PDE's paraeducator competencies in conjunction with the BVIU and PaTTAN
 - The Hopewell Area School District is the only school district in Beaver County to participate in the Project MAX Initiative through the support of the BVIU and PaTTAN. The district currently has 4 teams of staff involved in Project MAX (2 at the elementary level and 2 at the junior high level).
- **Student Involvement and Performance:**

- Graduation Rates and Drop-out rates for Special Education students have remained within the state average and meeting the targets.
- High participation in the yearly Special Olympics in Beaver County
- **Parent Involvement**
 - :
 - High parent participation in IEP meetings and other team meetings
 - Parent Survey indicates a favorable response regarding district special education services
- **Paraprofessionals:**
 - Paraprofessionals (Personal Care Assistants) are provided as required through an IEP team decision
 - Instructional Aides are employed at every district building in order to support the students in inclusive classrooms and within the special education setting.
 - All paraprofessional are highly qualified and meet the 20 hours of training per school year requirement.
- **Additional Supports:**
 - The district contracts with the intermediate unit and other local education providers to provide appropriate and specific educational programs for those students with low incidence disabilities or those students who require significant intensive services which cannot be provided within the district.
 - Consultation with Watson Institute regarding Autism.
 - The HASD has agreed to accept a school psychologist intern from area universities, when available. The duties of a school psychologist intern with the guidance of a certificated school psychologist include assistance in identifying eligible student who are in need of special education services. In addition, the school psychologist intern works directly with regular and special education teachers to assist in meeting the curricular accommodation and modification needs of students in the regular education setting.
- **Additional Strengths:**
 - ACCESS billing by all eligible professional providers and paraprofessionals
 - In-house ESY programs
 - District website that provides access to Child Find/Annual Parent Notifications, links to PEAL, the Local Task Force and other special education supports.
 - Support from the Superintendent, Assistant Superintendent, Business Administrator and Board of Directors regarding financial and programmatic needs.

The HASD remains firmly committed to meeting its obligation to educate special education students in order to provide FAPE. The district also provides strong and effective educational programming to enable its students to be successful in post-high school transition.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Pediatric Specialty Care at Hopewell	Nonresident	Hopewell Area School District and The Watson Institute	22
Beaver County Jail	Incarcerated	Hopewell Area School District	3

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Horizon School-Beaver Valley Intermediate Unit (IU #27)	Special Education Centers	Full Time Multiple Disabilities Support	4
New Horizon School-Beaver Valley Intermediate Unit (IU#27)	Special Education Centers	Full Time Life Skills Support	5
The Bradley Center	Other	Full Time Emotional Support	4
The Children's Institute	Approved Private Schools	Full Time Multiple Disabilities Support	3
Instruction in the Home- Students at Pediatric Specialty Care at Hopewell	Instruction in the Home	Itinerant Multiple Disabilities Support	9
Western Pennsylvania School for Blind Children	Approved Private Schools	Full Time Blind or Visually Impaired Support	3
The Education Center at Watson-Sewickley	Approved Private	Full Time Life Skills	10

Campus	Schools	Support	
Wesley Spectrum K-8	Other	Full Time Emotional Support	1
Wesley Spectrum HS 9-12	Other	Full Time Emotional Support	1

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	14 to 19	20	0.75
Justification: Although students may be assigned to a special education caseload or classroom during the same time as students outside of the legal age range, students are grouped for instruction based on ability/age range and not grouped for instruction with any students outside of the required age range.				
Locations:				
Hopewell Senior 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 19	5	0.25
Justification: Although students may be assigned to a special education caseload or classroom during the same time as students outside of the legal age range, students are grouped for instruction based on ability/age range and not grouped for instruction with any students outside of the required age range.				
Locations:				
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	20	0.6
Justification: Although students may be assigned to a special education caseload or classroom during the same time as students outside of the legal age range, students are grouped for instruction based upon ability/age range and are not grouped for instruction with any students outside of the required age range.				
Locations:				
Hopewell Senior 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
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.4
Locations:				
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	0.75
Locations:				
Hopewell Senior 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 18	5	0.25
Locations:				
Hopewell Senior High School	A Senior High 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
Itinerant	Learning Support	14 to 18	20	0.6
Locations:				
Hopewell Senior 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 18	5	0.4
Locations:				
Hopewell Senior High School	A Senior High 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%)	Emotional Support	14 to 19	20	1

Justification: Although students may be assigned to a special education caseload or classroom during the same time as students outside of the legal age range, students are grouped for instruction based on ability/age range and not grouped for instruction with any students outside of the required age range.

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

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 24, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	2	0.2
Locations:				
Beaver County Jail	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	2	0.2
Locations:				
Beaver County Jail	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.2
Locations:				
Beaver County Jail	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.2
Locations:				
Beaver County Jail	A Junior/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%)	Life Skills Support	14 to 18	2	0.2
Locations:				
Beaver County Jail	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	18 to 18	2	0.1
Locations:				
Hopewell Senior 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%)	Life Skills Support	14 to 18	4	0.3
Locations:				
Hopewell Senior 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
Itinerant	Learning Support	14 to 18	1	0.05
Locations:				
Hopewell Senior 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	18 to 20	2	0.1
Locations:				
Hopewell Senior 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
Full-Time Special Education Class	Life Skills Support	16 to 20	2	0.2
Locations:				
Hopewell Senior 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
Itinerant	Autistic Support	18 to 20	3	0.25
Locations:				
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	5	0.63
Locations:				
Hopewell Senior 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
Itinerant	Autistic Support	14 to 18	4	0.37
Locations:				
Hopewell Senior High School	A Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	20	1
Locations:				
Hopewell Memorial Junior High	A Junior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 13	20	1
Locations:				
Hopewell Memorial Junior High School	A Junior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	18	1
Locations:				

Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated		
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Program Position #12*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 15	17	1
Locations:				
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated		

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

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 14	5	0.55
Locations:				
Hopewell Memorial Junior High School	A Junior High 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 14	10	0.2
Locations:				
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 14	3	0.25
Locations:				
Hopewell Memorial Junior High School	A Junior High 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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 14	8	1
Locations:				
Hopewell Memorial Junior High	A Junior High	A building in which General		

School	School Building	Education programs are operated		
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Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 14	2	0.17
Locations:				
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	10 to 14	2	0.1
Locations:				
Hopewell Memorial Junior High School	A Junior 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%)	Life Skills Support	10 to 14	9	0.6
Locations:				
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	13 to 14	1	0.13
Locations:				
Hopewell Memorial Junior High School	A Junior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	20	1
Justification: Although students may be assigned to a special education caseload or classroom during the same time as students outside of the legal age range, students are grouped for instruction based on ability/age range and not grouped for instruction with any students outside of the required age range.				
Locations:				
Hopewell Elementary School	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
Itinerant	Learning Support	8 to 10	1	0.1
Locations:				
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	13	0.9
Locations:				
Hopewell Elementary School	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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 10	3	0.75
Justification: Although students may be assigned to a special education caseload or classroom during the same time as students outside of the legal age range, students are grouped for instruction based on ability/age range and not grouped for instruction with any students outside of the required age range.				
Locations:				
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 10	3	0.25
Justification: Although students may be assigned to a special education caseload or classroom during the same time as students outside of the legal age range, students are grouped for instruction based on ability/age range and not grouped for instruction with any students outside of the required age range.				
Locations:				
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	8 to 8	2	0.1
Locations:				
Independence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.9
Locations:				
Independence Elementary School	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	12	1
Locations:				
Independence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 10	8	0.7
Justification: Although students may be assigned to a special education caseload or classroom during the same time as students outside of the legal age range, students are grouped for instruction based on ability/age range and not grouped for instruction with any students outside of the required age range.				
Locations:				
Independence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 10	2	0.17
Locations:				
Independence 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%)	Autistic Support	6 to 6	1	0.13

but More Than 20%)				
Locations:				
Independence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 24, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	25	0.5
Justification: Although students may be assigned to the special education caseload outside of the legal age range, students are grouped based upon ability and legal age range.				
Locations:				
Hopewell Elementary School	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	5 to 10	20	0.5
Justification: Although students may be assigned to the special education caseload as other students outside of the legal age range, students are grouped for instruction based upon ability and legal age range.				
Locations:				
Margaret Ross Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	35	0.8
Justification: Although students are assigned to the special education caseload with students outside of the legal age range, students are grouped for instruction based upon ability and legal age range.				
Locations:				
Independence Elementary School	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	14 to 20	9	0.2
Justification: Although students are assigned to the special education caseload with students outside of the legal age range, students are grouped for instruction based upon ability and the legal age range.				
Locations:				
Hopewell Senior High	A Senior High School	A building in which General Education		

School	Building	programs are operated		
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Program Position #25*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 14	32	0.5
Locations:				
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 14	4	0.2
Justification: Although students may be assigned to a special education caseload or classroom during the same time as students outside of the legal age range, students are grouped for instruction based on ability/age range and not grouped for instruction with any students outside of the required age range.				
Locations:				
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program*Operator:* Outside Contractor for the School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 9	4	0.1
Justification: Although students may be assigned to a special education caseload or classroom during the same time as students outside of the legal age range, students are grouped for instruction based on ability/age range and not grouped for instruction with any students outside of the required age range.				
Locations:				
Margaret Ross Elementary School	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 14	4	0.1
Justification: Although students may be assigned to a special education caseload or classroom during the same time as students outside of the legal age range, students are grouped for instruction based on ability/age range and not grouped for instruction with any students outside of the required age range.				
Locations:				
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	17 to 17	1	0.02
Locations:				
Hopewell Senior 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%)	Blind or Visually Impaired Support	6 to 7	1	0.1
Locations:				
Margaret Ross Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28

Operator: Outside Contractor for the School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Multiple Disabilities Support	5 to 9	2	0.34
Justification: Although students may be assigned to a special education caseload or classroom during the same time as students outside of the legal age range, students are grouped for instruction based on ability/age range and not grouped for instruction with any students outside of the required age range.				
Locations:				
Instruction in the Home: Pediatric Specialty Care	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Multiple Disabilities Support	10 to 14	3	0.33
Locations:				
Instruction in the Home: Pediatric Specialty Care	A Middle School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Multiple Disabilities Support	14 to 20	2	0.33
Justification: Although students may be assigned to a special education caseload or classroom during the same				

time as students outside of the legal age range, students are grouped for instruction based on ability/age range and not grouped for instruction with any students outside of the required age range.

Locations:				
Instruction in the Home: Pediatric Specialty Care	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	4	0.25
Justification: Due to the make-up of our students there are multiple grade levels on the roster, but instruction occurs in groups without an age range greater than 3 years.				
Locations:				
Margaret Ross Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	4	0.5
Justification: Due to the make-up of our students there are multiple grade levels on the roster, but instruction occurs in groups without an age range greater than 3 years.				
Locations:				
Margaret Ross Elementary School	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	7 to 9	2	0.1
Locations:				
Margaret Ross Elementary School	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	8 to 8	2	0.15
Locations:				
Margaret Ross Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 24, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	8 to 10	5	0.25
Locations:				
Margaret Ross Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	10	0.5
Locations:				
Margaret Ross Elementary School	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	8 to 10	1	0.1
Locations:				
Margaret Ross Elementary School	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	8 to 10	1	0.15
Locations:				
Margaret Ross Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Hopewell Area School District-Central Office	1
Coordinator of Pupil Personnel Services/School Psychologist	Hopewell Area School District-Central Office	1
School Psychologist	Hopewell Area School District-Central Office	0.62
Transportation Nurse	Specific Bus Route	0.25
Transportation Nurse	Specific Bus Route	0.25
Special Education Paraprofessionals (34 total District-Wide)	All Buildings	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
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AOT, Inc. - Occupational and Physical Therapy	Outside Contractor	4 Days
STAT Staffing Nursing	Outside Contractor	5 Days
Audiological Services	Intermediate Unit	1 Hours
Orientation and Mobility Specialist Services	Outside Contractor	4 Hours
ELL Services	Intermediate Unit	15 Hours
School Based Mental Health Services	Outside Contractor	5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

HASD has no schools in School Improvement, Corrective Action or Making Progress status.

District Accomplishments

Accomplishment #1:

All schools have performance profiles that show average or above average performance.

Accomplishment #2:

Positive attendance and graduation rates

Accomplishment #3:

Improvements in technology in the past year have been positive (more training, updates hardware/devices, timely support).

Accomplishment #4:

PVAAS growth at many levels shows improvement in ELA, Math, and Science.

Accomplishment #5:

Benchmarking tools, screening, and diagnostic assessments are in place: NWEA testing K-8, DIBELS K-4, Lexia K-8.

Accomplishment #6:

Collaboration to support students needs through MTSS, team meetings, co-teaching opportunities, and Act 80 days have increased.

Accomplishment #7:

Increased opportunities for students in STEM have been created through the junior high InnovatEd courses, increased student electives, and online learning opportunities at the high school.

Accomplishment #8:

Increased quality of professional development and more time to collaborate and learn together.

Accomplishment #9:

Community connections and support have increased communication and partnership for the school district.

Accomplishment #10:

Teaching staff is motivated, caring, and provide quality instruction.

Accomplishment #11:

New resources are being explored to support teaching and learning.

Accomplishment #12:

The addition of intensive interventions within the last year are supporting student growth in reading K-8.

Accomplishment #13:

Athletics and extracurricular activities are valued and promoted (including the arts, musicals, and other showcases).

District Concerns**Concern #1:**

Implementation of effective instructional practices at all levels and content areas across the district

Concern #2:

Development of standards-aligned curriculum in all instructional areas with a focus on the PA Core Standards in ELA and Math, the ISTE Standards in technology, and the Next-Generation Science Standards in science and engineering courses.

Concern #3:

Need to address student issues including academic, social, and emotional needs at school.

Concern #4:

Need for increased technology, more applicable course sfor students and ongoing technology training for teachers.

Concern #5:

Need to increase safety and security measures in all district buildings.

Concern #6:

Need for updated resources including relevant materials and resources to support student learning.

Concern #7:

Need for increased and more effective communication with students, staff, parents, and community.

Concern #8:

Need to maintain and enhance instructional rigor through challenging and relevant course offerings.

Concern #9:

Reevaluate scheduling to maximize organizational efficiency and maximize student learning.

Prioritized Systemic Challenges

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

Aligned Concerns:

Implementation of effective instructional practices at all levels and content areas across the district

Development of standards-aligned curriculum in all instructional areas with a focus on the PA Core Standards in ELA and Math, the ISTE Standards in technology, and the Next-Generation Science Standards in science and engineering courses.

Need for updated resources including relevant materials and resources to support student learning.

Need for increased technology, more applicable course sfor students and ongoing technology training for teachers.

Need to maintain and enhance instructional rigor through challenging and relevant course offerings.

Systemic Challenge #2 (*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:

Need for increased technology, more applicable course sfor students and ongoing technology training for teachers.

Need to address student issues including academic, social, and emotional needs at school.

Reevaluate scheuling to maximize organizational efficiency and maximize student learning.

Need to manintain and enhance instructional rigor through challenging and relevant course offerings.

District Level Plan

Action Plans

Goal #1: The district will develop a system to ensure consistent implementation of standards-aligned curricula across all schools for all students.

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Completion of curriculum revision, mapping and alignment

Specific Targets: Departments and grade level teams will meet to engage in the curriculum analysis and revision process beginning in the summer of 2018.

Type: Annual

Data Source: Student assessment data

Specific Targets: Curriculum implementation should result in an increase of student engagement and student learning.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006)

Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource:
<http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SAS Alignment: Instruction, Materials & Resources

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Focus on 21st Century Framework

Description:

As a district, we need to ensure that our students are prepared for college, career, and beyond. We will create and implement a 21st Century Framework that will provide direction for curricular changes, district programming, and professional learning. With an emphasis on the 4 Cs (creativity, collaboration, critical thinking, and communication) the district will take steps to ensure that every student has the opportunity to explore personalized learning pathways that support innovation and learning.

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

Curriculum Alignment of K-12 Content

Description:

The district is in need of vertical and horizontal alignment of content across grade levels and throughout subject areas. This needs to be done in a systematic manner, ensuring that teachers are invested in the process and understanding the necessary components of this work.

SAS Alignment: None selected

School Climate and Social/Emotional Learning

Description:

The district has a need to explore solutions to address the increasing need for improving school climate and supporting the social and emotional learning needs of our staff, students, and families.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Academic Enrichment and Intervention

Description:

In order to remove barriers to student learning, the district will explore the opportunities for academic enrichment and intervention opportunities for students. This may include building on existing programs or initiatives within the school day, as well as after school and summer school programming for students.

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

Implementation Steps:

Curriculum Alignment

Description:

In professional development sessions, grade level teams will engage in vertical and horizontal alignment to reflect alignment with PA Core Standards, specifically in the areas of ELA and math. This alignment will include the integration of relevant technology and necessary 21st century skills.

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

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping

Curriculum Transition Teams

Description:

The district will allocate time for staff employed at key transition points to meet to discuss curriculum, instruction, and assessment. Steps will be taken to align Prek-K, grades 4-5, grades 9-12, and 12+.

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

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Alignment of K-12 Content

21st Century Curriculum

Description:

In order to focus on the 21st Century skills that students need, the district will review and revise our curriculum to reflect necessary upgrades regarding skills for college, career, and beyond including the integration of the 4 Cs (creativity, collaboration, critical thinking, and communication).

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

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

Supported Strategies:

- Curriculum Mapping
- Focus on 21st Century Framework
- Curriculum Alignment of K-12 Content

Course Development

Description:

The Business Computer Information Technology (BCIT) department currently offers outdated course selections, particularly at the high school level. The goal of this implementation step is to analyze our current offerings, survey current student needs, and explore the courses offered by other area school districts in order to determine the changes that will need to be made in this area.

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

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping
- Focus on 21st Century Framework
- Curriculum Alignment of K-12 Content

Utilize Teacher Learning Teams

Description:

The district currently engages teachers in several learning teams. Some teams focus on innovation, while others focus on innovation. Additional teams will be created to bring teacher voice into focus as the district continues to plan for curricular, instructional, and technological changes.

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

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Alignment of K-12 Content
- School Climate and Social/Emotional Learning

Coordinate mental health interventions

Description:

The district will work to coordinate a variety of interventions for students, staff, and families. This may include increasing awareness through parent communication, offering workshops or other events, and collaborating with agencies to ensure that interventions are available.

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

Program Area(s): Student Services

Supported Strategies:

- School Climate and Social/Emotional Learning

Training and Support for Crisis Intervention

Description:

Crisis training through CPI and ALICE will be ongoing throughout the comprehensive planning process. Emergency response resources and district procedures will also be a priority to ensure that all faculty, staff, and students understand how to respond in various crisis situations.

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- School Climate and Social/Emotional Learning

*Jump Start to Kindergarten***Description:**

The district will explore the feasibility of establishing a summer program for incoming kindergarten students. With 1 in 5 currently entering school with no prior preschool experience, multiple barriers to learning exist. With a program in place prior to students starting kindergarten we may be able to identify student strengths and needs while providing an educational foundation prior to the beginning of the kindergarten school year.

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

Program Area(s): Student Services

Supported Strategies:

- Differentiating Instruction
- Academic Enrichment and Intervention

*Improving school climate and peer relationships***Description:**

The district will employ various strategies to improve school/district climate with a focus on building positive peer relationships. This work

may involve, guest speakers, advanced training, and school programs to build capacity in this area.

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

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

Supported Strategies:

- School Climate and Social/Emotional Learning

Goal #2: The district will design a comprehensive system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Student data results on diagnostic, state, interim and formative assessments

Specific Targets: Teacher feedback on student progress, student assessment results reflect growth, lesson plan creation reflects best practices

Strategies:

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SAS Alignment: Instruction, Materials & Resources

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Shared Book Reading

Description: Shared Book Reading is a general practice aimed at enhancing young children's language and literacy skills and their appreciation of books. Typically, Shared Book Reading involves an adult reading a book to one child or a small group of children without requiring extensive

interactions from them. (Sources: [\(IES\) Shared Book Reading](#), [Shared Book Reading](#))

SAS Alignment: Instruction

Credit Recovery Program

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Credit Recovery: Exploring Answers to a National Priority](#), [Credit-Recovery Programs](#))

SAS Alignment: Curriculum Framework, Instruction

Professional Learning Communities

Description:

The district will implement a PLC model to support teacher learning around a number of topics over the next several years. These small group, educator teams will set goals, create action plans, and implement strategies/programs to advance the school district.

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Google Docs and Google Classroom

Description:

With the addition of Chromebooks at the junior high and high school levels, Google Docs and Google Classroom will enable efficient distribution and organization of a variety of course materials. We will provide training and certification opportunities for teachers to build skills in all Google tools.

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:

- Online Learning Opportunities
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Differentiating Instruction

*Early Literacy Fundamentals***Description:**

Teachers will engage in professional learning to support the acquisition of early literacy skills. This step will include the continued work with Guided Reading and small-group instruction in grades K-4. It will also include to implementation and analysis of Lexia Reading in grades K-8.

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

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Shared Book Reading
- Differentiating Instruction

*Increase access to devices for students***Description:**

The administrative team will create a plan to increase student access to devices across K-12. This plan will ensure that students will have the ability to use relevant technology every day.

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

Program Area(s): Educational Technology

Supported Strategies:

- Online Learning Opportunities
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Differentiating Instruction

Explore technology as a digital portfolio

Description:

As students engage in a variety of digital learning opportunities, the district intends on establishing a means to collect and curate student work through the use of digital portfolios.

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

Program Area(s): Educational Technology

Supported Strategies:

- Online Learning Opportunities
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Differentiating Instruction

Improving school climate and peer relationships

Description:

The district will employ various strategies to improve school/district climate with a focus on building positive peer relationships. This work may involve, guest speakers, advanced training, and school programs to build capacity in this area.

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

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

Supported Strategies:

- Professional Learning Communities

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: The district will develop a system to ensure consistent implementation of standards-aligned curricula across all schools for all students.

Strategy #1: Common Assessment within Grade/Subject
Strategy #2: Curriculum Mapping

Start	End	Title	Description	Provider	Type	App.
7/1/2019	6/30/2022	Curriculum Alignment	In professional development sessions, grade level teams will engage in vertical and horizontal alignment to reflect alignment with PA Core Standards, specifically in the areas of ELA and math. This alignment will include the integration of relevant technology and necessary 21st century skills.	Hopewell Area SD	School Entity	Yes
		Person Responsible Assistant Superintendent		SH 6.0	S 10	EP 24

Knowledge Increased awareness of PA Core Standards, assessment anchors and eligible content.

Supportive Research Curriculum content must be aligned to standards in order to be effective. Vertical and horizontal articulation are critical to the academic progress of our students.

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.

For school and district administrators, and other

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:

interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

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

LEA Goals Addressed: The district will develop a system to ensure consistent implementation of standards-aligned curricula across all schools for all students. **Strategy #1: Curriculum Alignment of K-12 Content**

Start	End	Title	Description
7/1/2019	6/30/2022	Curriculum Transition Teams	The district will allocate time for staff employed at key transition points to meet to discuss curriculum, instruction, and assessment. Steps will be taken to align Prek-K, grades 4-5, grades 9-12, and 12+.

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative Team	3.0	3	25	LEA	School Entity	Yes

Knowledge	Critical conversations need to be facilitated across grade levels and departments in order to ensure a smooth transition between grades and buildings. We will build teacher understanding of cross curricular content and scope and sequence.		
Supportive Research	Ongoing collaboration across grade levels will create stronger relationships among staff and focus faculty on the district vision. This will be in connection with the district transition plan which is a part of the Title I plan for the district.		
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.	
	For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	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	Review of written reports

implementation outcomes, with involvement of administrator and/or peers

summarizing instructional activity

LEA Goals Addressed: The district will develop a system to ensure consistent implementation of standards-aligned curricula across all schools for all students.

Strategy #1: Curriculum Mapping
Strategy #2: Focus on 21st Century Framework
Strategy #3: Curriculum Alignment of K-12 Content

Start	End	Title	Description				Type	App.
7/1/2019	6/30/2022	21st Century Curriculum	In order to focus on the 21st Century skills that students need, the district will review and revise our curriculum to reflect necessary upgrades regarding skills for college, career, and beyond including the integration of the 4 Cs (creativity, collaboration, critical thinking, and communication).				School Entity	No
		Person Responsible	SH	S	EP	Provider		
		Administrative Team	1.0	6	25	LEA		

Knowledge

Faculty and staff will increase knowledge in 21st Century skills and learn ways to integrate these skills into their curriculum. The district will provide time for collaboration and professional learning as teachers build knowledge in this area. All students will have opportunities to build creativity, critical thinking, communication, and collaboration skills in all courses.

Supportive Research

Every aspect of our education system—preK–12, postsecondary and adult education, after-school and youth development, workforce development and training, and teacher preparation programs—must be aligned to prepare citizens with the 21st century skills they need to compete.

Employers across the United States cited professionalism/ work ethic, oral and written communications,

teamwork and collaboration, and critical thinking and problem solving as the most important skills that recently hired graduates from high school and twoand four-year postsecondary institutions need, according to a nationwide survey of 400 employers (the Conference Board, Partnership for 21st Century Skills, Corporate Voices for Working Families & the Society for Human Resource Professionals, 2006).

The “components of college readiness” cited in a report prepared for the Bill & Melinda Gates Foundation—key cognitive strategies, key content, academic behaviors, and contextual skills and awareness—align well with the K–12 vision for a 21st century education (Conley, 2007). Likewise, “essential learning outcomes” for higher education—knowledge of human cultures and the natural world, intellectual and practical skills, personal and social responsibilities, and integrative learning—cite similar skills (Association of American Colleges and Universities, 2007).

(Partnership for 21st Century Schools, 2008).

Designed to Accomplish

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

Training Format	LEA Whole Group Presentation Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

	<p>Dir</p> <p>Paraprofessional New Staff Other educational specialists</p> <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>High (grades 9-12)</p> <p>Evaluation Methods</p> <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>Review of participant lesson plans</p>
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LEA Goals Addressed: The district will develop a system to ensure consistent implementation of standards-aligned curricula across all schools for all students.

Strategy #1: Common Assessment within Grade/Subject
Strategy #2: Curriculum Mapping
Strategy #3: Focus on 21st Century Framework
Strategy #4: Curriculum Alignment of K-12 Content

Start	End	Title	Description
7/1/2019	6/30/2022	Course Development	The Business Computer Information Technology (BCIT) department currently offers outdated course selections, particularly at the high school level. The goal of this implementation step is to analyze our current offerings, survey current student needs, and explore the courses offered by other area school districts in order to determine the changes that will need to be made in this area.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent, High School Principals	3.0	6	8	LEA	School Entity	No

Knowledge

Teachers will gain knowledge in relevant standards and 21st Century skill building through the development of rigorous and relevant courses. A needs assessment will be used to determine the current offerings and how they meet current standards. The intergration of ISTE standards will allow the department to revise offerings to reflect the standards and the needs of our students.

Supportive Research

The ISTE Standards advocate that students should have the opportunity to engage in: 1) creativity and innovation; 2) collaboration and communication; 3) research and information fluency; 4) critical thining, problem solving, and decision making; 5) digital citizenship; and 6) technology operations and concepts. Best practices for teachers include: 1) faciliate and inspire student learning and creativity; 2) design and develop digital age learning experiences and assessments; 3) model digital age work and learning; 4) promote and model digital citizenship and responsibility; 5) engage in professional growth and leadership.

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 the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

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

Training Format

Series of Workshops
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities site visits	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans completion of new course offerings that reflect relevant, 21st Century learning

LEA Goals Addressed: The district will develop a system to ensure consistent implementation of standards-aligned curricula across all schools for all students.

Strategy #1: Curriculum Alignment of K-12 Content
Strategy #2: School Climate and Social/Emotional Learning

Start	End	Title	Description				Type	App.
7/1/2019	6/30/2022	Utilize Teacher Learning Teams	The district currently engages teachers in several learning teams. Some teams focus on innovation, while others focus on innovation. Additional teams will be created to bring teacher voice into focus as the district continues to plan for curricular, instructional, and technological changes.					
Person Responsible Administrative Team		SH 2.0	S 6	EP 20	Provider LEA	Type School Entity	App. No	

Knowledge Teacher learning teams in STEM, technology, innovation, and project-based learning currently exist in the district. These teams provide teachers with time and opportunities to collaborate and extend their learning.

Supportive Research

When teachers engage in highquality collaboration that they perceive as extensive and helpful, there is both an individual and collective benefit. High-quality collaboration in general and about assessment in particular among teachers is associated with increases in their students’ achievement, their performance, and their peers’ students’ achievement (Learning Forward, 2015).

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:

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

Training Format

Series of Workshops
Professional Learning Communities

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

Grade Levels

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

Follow-up Activities

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Evaluation Methods

Review of participant lesson plans
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LEA Goals Addressed:		The district will develop a system to ensure consistent implementation of standards-aligned curricula across all schools for all students.	Strategy #1: School Climate and Social/Emotional Learning
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Start	End	Title	Description
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7/1/2019	6/30/2022	Training and Support for Crisis Intervention	Crisis training through CPI and ALICE will be ongoing throughout the comprehensive planning proces. Emergency response resources and district proecures will also be a priority to ensure that all faculty, staff, and students understand how to respond in various crisis situations.					
		Person Responsible Administrative Team	SH 2.0	S 3	EP 75	Provider LEA, in coordination with the Beaver Valley Intermediate Unit and other training providers, as needed	Type School Entity	App. No

Knowledge Faculty and staff will build skills and crisis intervention and emergency response. This knowledge will equip them to handle a variety of situations within the school.

Supportive Research Training, practice, and simulations will increase preparedness for those in the school setting. With the increasing need to respond in a crisis, additional training will provide faculty and staff with the necessary skills and strategies.

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.

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.

Training Format LEA Whole Group Presentation

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	Supt / Ast Supts / CEO / Ex Dir		Middle (grades 6-8)
	School counselors		High (grades 9-12)

Paraprofessional

Follow-up Activities

district drills

Evaluation Methods

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

LEA Goals Addressed: The district will design a comprehensive system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Strategy #1: Online Learning Opportunities
Strategy #2: Technology Infrastructure Enhancement/Technology Access and Training Increase
Strategy #3: Differentiating Instruction

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	6/30/2022	Google Docs and Google Classroom	With the addition of Chromebooks at the junior high and high school levels, Google Docs and Google Classroom will enable efficient distribution and organization of a variety of course materials. We will provide training and certification opportunities for teachers to build skills in all Google tools.	Assistant Superintendent	7.0	2	15	Hopewell Area SD	IU	Yes

Knowledge Knowledge of Google Docs and Google Classroom will allow teachers to provide effective instruction to students in grade 5-12. Teachers will learn about engaging tech tools that can streamline their organization and increase collaboration in the classroom.

Supportive Research Technology is one way to engage learners and differentiate instruction. Providing access to technology will allow students to use 21st Century skills both in and outside of the classroom, thus preparing them for college,

career, and beyond.

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:

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

Training Format

Series of Workshops

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
New Staff
Other educational specialists

Grade Levels

Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Review of participant lesson plans

LEA Goals Addressed:

The district will design a comprehensive system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
Strategy #2: Shared Book Reading

Strategy #3: Differentiating Instruction

Start	End	Title	Description					Type	App.
7/1/2019	6/30/2022	Early Literacy Fundamentals	Teachers will engage in professional learning to support the acquisition of early literacy skills. This step will include the continued work with Guided Reading and small-group instruction in grades K-4. It will also include to implementation and analysis of Lexia Reading in grades K-8.						
		Person Responsible	SH	S	EP	Provider			
		Principals	6.0	3	50	Hopewell Area SD	School Entity	Yes	

Knowledge

Teachers and leaders will continue to gain knowledge in early literacy skills so that we may provide the most effective literacy instruction to our students. Teachers will strengthen knowledge in early literacy acquisition, instructional strategies for struggling readers, and small group reading intervention.

Supportive Research

Research shows that early literacy skills must be in place prior to grade 3 in order for students to be proficient readers. Teachers need to have a strong foundation in the 5 essential components of reading instruction (phonics, phonemic awareness, vocabulary, fluency, and comprehension). District data shows that 30% of students are not reading at grade level. With intentional intervention strategies in place, students will receive individualized instruction to meet their literacy needs.

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 the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

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

Training Format	LEA Whole Group Presentation School Whole Group Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists	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 implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer