

Report of Findings

The Hub for Innovative Learning & Leadership



HILL

THE HUB FOR INNOVATIVE
LEARNING & LEADERSHIP



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Site link: <https://sites.google.com/fayette.kyschools.us/programofexcellence/home>

Site Visit

Site Evaluators:

- LAPSEN – Dr. Thomas Washburn
- Kentucky Department of Education - Erica Settelen

Administration, Industry and Staff Participants:

- Principal Michelle Wilson
- Assistant Principal Dr. Meghan Wood
- Counselors: Laura Anderkin and Lyndsey Timoney
- Instructor Scott Carnes
- Special Education: Candace Jones
- District CTE Rachel Kahly
- Curriculum Coach Erin McIver
- Technology Coach Vanessa Jirik
- Program Manager Austin Howell
- Industry :
 - Sergeant Matthew Laney
 - Officer Rachel Kennedy

Student Leaders

- Kellie Lopez Contarero
- Emma Wiggins
- Jackson Evers
- Andrew Dunham
- Demetrius Gay
- Delaney Cruz
- Ana Franco
- Hailey Hardin
- Simon Yamada

Summary of Findings

The Law and Public Safety (LPS) program at The Hill demonstrates an exceptionally high level of implementation, alignment, and impact, particularly given its early stage of operation within the new facility. The program is strongly aligned with the school's CTE-centered mission of preparing students for both workforce entry and postsecondary success.

Across all stakeholder groups, there is clear evidence of:

- Strong leadership and vision
- High-quality instruction led by an experienced, industry-connected instructor
- Robust student engagement and positive program culture
- Intentional alignment to career readiness, certifications, and postsecondary pathways

The learning environment is highly active and experiential, with students engaged in hands-on simulations, physical training, forensic activities, and career-connected learning. Students consistently report feeling supported, valued, and prepared for future careers, while also benefiting from strong relationships with instructors and staff.

Facilities, equipment, and instructional resources are described as industry-leading, with simulation tools, lab environments, and shared cross-program resources that mirror real-world public safety settings.

The program benefits from:

- Strong administrative support and strategic staffing
- Effective counselor collaboration and student placement processes
- Active advisory committee and community engagement
- Growing dual credit and postsecondary alignment opportunities

Students demonstrate strong awareness of career pathways and postsecondary options, though there is an opportunity to deepen exposure to a broader range of public safety careers and clearer entry pathways.

As a first-year program in this facility, work-based learning opportunities are still developing but show strong potential due to existing partnerships and leadership focus.

Overall, the program represents a model-level implementation with systems, culture, and instruction aligned to high-quality CTE standards and positioned for continued growth.

Program Overview & Facilities

The Law and Public Safety (LPS) pathway at The Hill is supported by a comprehensive, industry-aligned instructional environment designed to simulate real-world public safety operations and provide students with hands-on, career-focused experiences.

The instructional space is highly flexible and intentionally designed. The primary classroom can be divided into separate instructional zones, allowing for simultaneous learning activities. One section functions as a traditional classroom, while the adjacent area includes:

- Driving simulator
- 911 dispatch simulators
- Configurable divider walls for communications training and project-based learning

This structure enables multi-scenario instruction and concurrent skill development, maximizing instructional efficiency and student engagement.

The program also includes a large, multifunctional lab space that can be divided to support a variety of training needs:

Tactical & Scenario-Based Training

- First Aid and CPR instruction
- Defensive tactics training
- Use-of-force simulations utilizing VR technology

Physical Fitness Training

- Full gymnasium with:
 - Olympic racks and free weights
 - Treadmills, rowing machines, spin bikes, and assault bikes
- Supports development of industry-aligned physical readiness standards

Specialized Instructional Spaces

- Planned Property & Evidence / Armory Room to simulate real-world evidence handling
- Large equipment storage area housing:
 - Forensics materials
 - Simulation equipment
 - Defensive training gear
- Planned forensic lab modeled after the National Forensic Academy bloodstain lab
- Dedicated instructor workspace

Additional features such as sinks, water access, and bottle filling stations support continuous, uninterrupted instruction within the lab environment.

Overall, the facilities are exceptional, highly organized, and reflective of real-world law enforcement environments, allowing students to train using industry-standard tools and simulations.

Program Structure & Student Opportunities

The pathway is structured as a two-year program consisting of four courses:

1. Foundations of Criminal Justice
2. Law Enforcement
3. Criminal Investigation
4. 911 Emergency Communications

Students engage in a progression of academic, technical, and applied learning experiences, culminating in strong career readiness.

Students have access to multiple credentials and industry-recognized certifications, including:

- National Law Enforcement Certification
- NECI 911 Certification
- FEMA (100, 200, 700, 800)
- Basic Life Support (BLS)
- Stop the Bleed

Additionally, students can earn dual credit and articulated credit through:

- Bluegrass Community & Technical College (BCTC)
 - Eastern Kentucky University (EKU) (expanding partnership)
-

Commendations / Positives

Program Leadership & Vision

- Strong alignment between program, school, and district mission focused on career readiness
- Highly effective administrative leadership with a clear growth strategy
- Strategic staffing (e.g., External Partnership Manager, Instructional Coach) supporting program expansion

Instructor Quality & Instruction

- Exceptionally qualified, experienced instructor with real-world law enforcement background
- Instructor demonstrates:
 - Strong student relationships (mentor-level impact)
 - Effective instructional strategies and differentiation
 - Active student advocacy beyond the classroom
- Instruction is:
 - Hands-on, engaging, and industry-aligned
 - Focused on certifications, real-world application, and career preparation

Student Experience & Culture

- Positive, inclusive, and supportive learning environment
- Strong student engagement and motivation
- Classroom culture described as family-oriented with high expectations
- Students feel:
 - Recognized and supported by staff
 - Prepared for real-world applications and careers

Facilities, Equipment & Resources

- Exceptional, industry-standard facilities and equipment
- Access to:
 - Simulation tools (VR, driving simulators, dispatch systems)
 - Forensics and crime scene equipment
 - Fitness training aligned to career standards
- Facilities are well-maintained, organized, and reflective of professional environments

Student Outcomes & Opportunities

- High certification pass rates (e.g., NLEC, BLS, Stop the Bleed)
- Strong SkillsUSA participation and success - State officer, CJ state champion
- Early evidence of postsecondary readiness and career awareness
- Dual credit opportunities with EKU and BCTC

Recruitment & Program Awareness

- Comprehensive recruitment strategies:
 - Middle school tours
 - Career expos
 - Open houses and showcases
- Strong student demand and application volume

Partnerships & Community Engagement

- Active advisory committee with industry representation
- Strong law enforcement and community connections
- Ongoing development of internships, ride-alongs, and experiential opportunities

Cross-Program Collaboration

- Strong integration with:
 - Fire
 - EMT
 - Medical Sciences
- Plans for large-scale, interdisciplinary simulations

Recommendations / Areas for Improvement

Work-Based Learning (Priority Area)

- Continue development and formalization of:
 - Internships
 - Job shadowing
 - Co-op placements
- Expand opportunities despite challenges related to student age and field restrictions

Career Pathway Expansion & Clarity

- Expand student exposure to:
 - Diverse public safety careers beyond patrol roles
 - Non-traditional pathways (advocacy, forensic nursing, federal careers, etc.)
- Provide clearer:
 - Step-by-step guidance on entering specific careers
 - Postsecondary pathway planning tied to career goals

Program Structure & Scheduling

- Evaluate scheduling model requiring students to take multiple pathways
- Encourage secondary pathways in Fire or EMT

Program Awareness & Early Exposure

- Increase awareness at earlier grade levels:
 - Some students reported discovering the program late
- Continue strengthening feeder school communication and outreach

Postsecondary Alignment & Credentials

- Continue transition and expansion of:
 - ECU dual credit alignment
 - Micro-credentials and stackable certifications
- Ensure credentials align with industry needs and student goals

Facilities Enhancement

- Improve and repurpose existing patrol vehicle for training use
- Rehabilitate spaces as planned for realistic training opportunities

Student Maturity Alignment

- Consider evaluating whether:
 - Certain program components are better suited for upperclassmen (junior/senior)

Bottom Line

This is a **high-performing, model-level LPS program** with exceptional strengths in instruction, facilities, leadership, and student engagement. The primary focus moving forward should be on **expanding work-based learning, refining career pathway clarity, and optimizing program structure** to match the program's already strong foundation.

Program Operational Standards

I. Organization and Administration Indicators

I. Organization and Administration Indicators	Meets Criteria?	Points	Max Points
The program supports upper-level mission statements	Yes	1	1
Goals appropriate for a program of excellence	Yes	1	1
Copy of Annual Plan/Program of Work available if applicable	Yes	1	1
Copy of Local Extended Day Annual Plan available if applicable	Yes	1	1
The current student/instructor ratio appropriate for teaching occupational skills	Yes	2	2
The program is well promoted within the school, school system, and to prospective students.	Yes	5	5
Quality program marketing materials and website	Yes	5	5
Ongoing collaboration between school counseling departments that influence student enrollment in the program in place	Yes	2	2
Proper policies in place for training equipment and materials	Yes	1	1
Proper budgeting process	Yes	2	2
Plans in place for maintaining and replacing consumables, course content, software, equipment, and/or instructional support materials.	Yes	1	1
19 of 22 possible points are required to pass this section	19	22	22
Status	PASS		
NOTES:			

II. Instructional Staff

II. Instructional Staff Indicators	Meets Criteria?	Points	Max Points
Does the instructor meet all state certifying requirements	Yes	1	1
The high school LPS teacher is an active member of ACTE, LAPSEN, and SkillsUSA	Yes	2	2
The instructor has appropriate current industry certifications and instructor certifications for program needs	Yes	2	2
The instructor has adequate professional development for program needs	Yes	2	2
The instructor has a personal/professional plan to grow as an educator and maintain an industry knowledge base	Yes	1	1
Instructor attends relevant conferences and training	Yes	1	1
The system adequately supports instructor's participation in conferences and training	Yes	1	1
8 of 10 possible points are required to pass this section	8	10	10
Status	PASS		
NOTES:			

III. Facilities, Equipment & Safety

III. Facilities, Equipment & Safety Indicators	Meets Criteria?	Points	Max Points
Program spaces are safe and have proper safety equipment	Yes	Pass/Fail	PASS
Chemicals/combustibles are located and stored properly	Yes	Pass/Fail	PASS
The LPS lab and/or classroom are equipped with updated and functional equipment per KDOE requirements as reflected on the inventory	Yes	2	2
An equipment replacement plan is available.	Yes	1	1
There are sufficient consumable materials and supplies	Yes	1	1
Accounting of industry certification funds demonstrates proper use	Yes	1	1
Adequate storage available	Yes	1	1
Program space meets or exceeds state requirements, or an actionable plan is in place to meet such requirements. In spaces with multiple teachers, space demands are being addressed adequately.	Yes	5	5
Facilities are clean, organized, and well maintained	Yes	2	2
Each instructor has adequate personal space to plan and work	Yes	2	2
Classroom instructional technology is updated, functional and available	Yes	1	1
Students have adequate technology to meet program goals and prepare students for LPS careers	Yes	1	1
Forensics labs follow proper science lab safety policies	Yes	1	1
The accident report policy is available	Yes	1	1
Students and staff are aware of emergency procedures	Yes	1	1
The classroom and laboratory meet all state and federal safety requirements	Yes	1	1
Policy for student check-out of equipment	Yes	1	1
Tools and equipment mirror what is used in industry appropriate to skills being taught	Yes	2	2
20 of 24 possible points are required to pass this section	20	24	24
Status	PASS		
NOTES:			

IV. Curriculum and Instruction

IV. Curriculum and Instruction Indicators	Meets Criteria?	Points	Max Points
Syllabus is appropriate	Yes	Pass/Fail	Yes
Program is using KDOE curriculum, prerequisites, and sequences	Yes	Pass/Fail	Yes
Students can complete pathway in 3 years	Yes	Pass/Fail	Yes
Program implements a clear and intentional literacy plan	Yes	Pass/Fail	Yes
Adequately matches standards	Yes	1	1
Developmentally appropriate	Yes	1	1
Evidence of differentiation	Yes	1	1
Evidence of addressing different learning styles	Yes	2	2
Multiple modalities	Yes	2	2
Bias-free instruction and materials	Yes	1	1
Academic integration	Yes	1	1
Higher order assessment elements	Yes	1	1
Multimedia and or technology-based elements	Yes	1	1
Use of clear and easy-to-understand rubrics	Yes	1	1
Clear instructions	Yes	1	1
Content is updated to industry standards	Yes	1	1
Appropriate materials	Yes	1	1
Assessments meet educational standards	Yes	1	1
Evidence assessment is used to drive instruction	Yes	2	2
Unit plan is organized, well thought out, and clear	Yes	2	2
17 of 20 possible points required to pass this section	17	20	20
Status	PASS		
NOTES:			

V. Student Preparation - Employability Skills and Career Development Activities, CTSO

V. Student Preparation Indicators	Meets Criteria?	Points	Max Points
Cohesive career awareness and employability plan is in place across all courses	Yes	1	1
Each student has individual career counseling offered	Yes	1	1
There is a plan in place to ensure students graduate	Yes	1	1
There is a plan in place to track graduates	Yes	1	1
The appropriate number of students are passing End of Pathway Assessment and/or certification tests or an actionable plan is in place to improve performance	Yes	2	2
Students are offered industry certification opportunities	Yes	2	2
The program has an appropriate number of students complete the pathway	Yes	1	1
A good number of enrolled students are members of SkillsUSA – may be waived with an explanation	Yes	1	1
Students participate in SkillsUSA State Leadership and Skills Conference	Yes	1	1
Student leadership participates in at least one out-of-school leadership event or activity that is not a state conference	Yes	1	1
SkillsUSA chapter achieved at least a bronze level for the Chapter of Excellence Program	Yes	2	2
Students are made aware of career opportunities offered in the community	Yes	1	1
Students are participating in work-based learning, shadowing, and/or internships	Yes	1	1
Students have individual career plans and portfolios	Yes	1	1
Guest speakers from industry and/or field trips are a part of classes	Yes	1	1
Student recognition is in place such as a student of the month or similar	Yes	1	1
Students can join NTHS with LAPSEN Endorsement if they qualify	Y/N	0	1
16 of 20 possible points are required to pass this section			
	16	19	20
Status	PASS		
NOTES:			

VI. Advisory Committee, Industry and Community

VI. Advisory Committee, Industry and Community Indicators	Meets Criteria?	Points	Max Points
The program has an active advisory committee	Yes	1	1
The program advisory committee is well represented by community, industry, and reflective of the diversity of the school community	Yes	1	1
The advisory committee is engaged with program students whether through SkillsUSA or similar activities	Yes	1	1
A public relations plan in place and being implemented	Yes	1	1
Industry is involved in the program beyond the advisory committee	Yes	1	1
5 of 5 possible points are required to pass this section	5	5	5
Status	PASS		
NOTES:			

Summary of Results

X **Program meets certification** ___ Program does not meet certification

Commendations:

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Appendix 1

Administrator Interview Questions

[Click Here](#)

Counselor Interview Questions

[Click Here](#)

Student Interview Questions

[Click Here](#)

Photos

[Click Here](#)