

Forest Area SD

Special Education Plan Report

07/01/2019 - 06/30/2022

District Profile

Demographics

22318 Route 62, Box 16
 Tionesta, PA 16353
 (814)755-4491
 Superintendent: Amanda Hetrick
 Director of Special Education: Nicole DeArmitt

Planning Committee

Name	Role
Debra Arner	Administrator - Special Education
Amanda Hetrick	Administrator : Professional Education Special Education
Chris Pappas	Elementary School Teacher - Regular Education Professional Education Special Education
Amy Cochran	Elementary School Teacher - Special Education : Special Education
Amanda Olson	Middle School Teacher - Special Education Professional Education Special Education
Sarah Snyder	Parent : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 86

Identification Method

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

The Forest Area School District adheres to all Federal Guidelines and State Policies and Procedures to guarantee that all children with disabilities who reside in the district and who are in need of special education and related services are identified, located, and evaluated. The Annual Public Notice and Nondiscrimination Materials are published in local newspapers, advertised on the local radio stations, and on the district web site. The district actively seeks to make the public aware of the variety of services available through the school district through the dissemination of materials at the District's Open House, Kindergarten Registration, and PTO meetings. Communication with parents and students shall be in English, or, if required; in the native language of the parents and students.

The Forest Area School District is utilizing the discrepancy model to identify students with Specific Learning Disabilities.

1. Adequate achievement: Does the child achieve adequately for the child's age or meet State-approved grade-level standards? * oral expression, listening comprehension, written expression, basic reading skill, reading fluency skill, reading comprehension, mathematics calculation, mathematics problem-solving. This model uses input from teachers parent and outside agencies.
2. The process that examines whether a child 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.
3. Rule out: vision, hearing or motor problems, intellectual disability, emotional disturbance, cultural and/or environmental issues, traumatic brain injury, or limited English proficiency.
4. Rule out lack of instruction by documenting: appropriate instruction by qualified personnel, repeated assessments, and researched based interventions.

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>

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?

Under Section 1306 of the School Code, the Forest Area School District is required to allow nonresident students in children's institutions including detention homes, drug & alcohol treatment centers and other facilities located in its borders to attend the public schools of the FASD. For some students living in these institutions, this may not be appropriate because of the terms of the institutionalization (court ordered) or because of the particular educational needs of the student.

1. Forest Area School District currently hosts two 1306 facilities within its borders; Taylor Diversion Program: Lighthouse Island Academy and Abraxas I. However, Abraxas I facility contracts special education supports and services for its students through Riverview Intermediate Unit #6 and is monitored independently of the district. Taylor Diversion Program: Lighthouse Island Academy is overseen by Forest Area School District. All students in attendance are adjudicated and court-ordered to attend the on-grounds school (Lighthouse Island Academy). Forest Area School District provides special education supports and services to the facility.

2. The Forest Area School District is the host for Lighthouse Island Academy, a facility operated by Taylor Diversion Program that serves students identified under Section 1306 of the Public School Code. Taylor Diversion Program is DPW approved facility where the students are court ordered to attend. Most of these students are placed from areas not easily accessible throughout the state of Pennsylvania and/or from out of state. Taylor Diversion Program operates a school within the facility under a private academic license (Lighthouse Island Academy LIA). Students are typically court ordered to also attend LIA. As the host district, Forest Area School District ensures the provision of a Free Appropriate Public Education through an established procedure for the identification and specially-designed instruction of students with disabilities at Lighthouse Island Academy (LIA) facility. There is an established child find procedure which is completed. The LEA and LIA special education teacher, and Director of Education screen to determine the student's education need and if testing is needed. District personnel and LIA maintain regular contact in monitoring students who are residing in the facility. When a new special education student arrives at the facility the supervisor at Forest Area School District is contacted within one day of arrival. The facility and LEA then begin the process of obtaining the special education documents for the student from their home district. The IEP team reviews the available paperwork (Re-Evaluation Report, Individualized Education Program, and Progress Reports) to determine the appropriate level in regards to the least restrictive environment and type of services to be provided while the student attends the LIA school. The district's special education supervisor attends all special education meetings at the facility, as a member of the IEP team. This allows the district to monitor the appropriateness of the IEP goals and the level of service being provided. Forest Area has the responsibility of attending the IEP meetings on-site at a facility and may even provide the staff on site for the educational component in order to ensure that students are being educated in the least restrictive environment and to provide a seamless transition for services into the public school.

3. The barriers which provide the most significant challenge for the District in meeting its

obligations under Section 1306 of the Public School Code both relate to the paperwork received from students' previous schools and receiving this paperwork in a timely fashion. In addition, the paperwork received from previous schools can be out-of-date and/or provides little information about the educational needs of the student. In these cases, the district has a procedure in place to gather updated, in-depth information to provide the basis for sound educational decision-making and then proceeds with the proper services to meet that student's needs. Barriers are addressed by providing re-evaluation if needed and a full range of services within the district. The IEPs are developed to provide services for students with more challenging behavioral needs through supplemental aids and services at LIA as students are typically court ordered to attend school at LIA at TDP. Interagency collaboration is always considered along with the support of the local Intermediate Unit. If a more intense level of support should be needed and other options within and outside of the district would be explored, IU6 and PATTAN may be consulted to assist the district in ensuring the provision of FAPE.

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 Forest Area School District does not currently provide any educational programming in a prison or jail. The Forest State Correctional Institution located in Forest Area School District provides education to inmates independent of the district and acts as their own LEA. They are monitored by PDE. If a district student resides within this or any other institution the district follows the procedures and requirements to facilitate special education services for students. The district will provide input, records etc. The district will participate in discharge planning meetings from facilities for the students who are returning to the district.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PATTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. A comprehensive range of programs/services are available for identified students in the Forest Area School District, within neighboring districts, and/or with collaboratively multiple district programs operated by the Riverview Intermediate Unit 6, IU6. In addition, there are other programs that are available to students in private institutions and/or alternative placements in which the district can access. The district focuses on having students participate in the regular curriculum and course offerings, when appropriate, to the greatest extent when making placement decisions. Accommodations and modifications to the general education curriculum are made when appropriate to allow each student the opportunity to be educated in the regular education setting. Supplemental aids and services will be utilized according to the needs of the student as outlined in the student's Individualized Education Plan. All decisions concerning appropriate Special Education Services and programs for students, including the consideration of services and programs in or out of the home school will be based upon the following practices:

- *The school district will assure that the placement decision is made at the IEP meeting.

- *The student's full range of needs will be examined, including socialization needs.

- *A full range of placement options will be available and considered. This will include if needed, supplemental aids and services.

- *Before a student is removed from the regular education environment, there will be a demonstration that education in that environment is not satisfactory even with supplemental aids and services.

- *The justifications given for any restrictions that might be placed upon the student will be educational justifications and not for administrative convenience.

- *If a more restrictive program is proposed as preferable for a student, the question will be asked as to the features that make it preferable. Could that program be offered in the home school, and if so, why not?

When there is a justifiable restriction for the program, the IEP team will consider other elements of the curriculum and extracurricular opportunities for integrated activities. The district will continue to reevaluate this more restrictive program to determine if other supplemental aids and services can be used that are less restrictive.

2. Forest Area School District consults with surrounding districts, PATTAN, PDE, BSE and IU6 to develop and/or replicate programs to the extent possible and serve the maximum students they can within the district. The district has continually reduced out of district placements by increasing capacity with district staff and supplemental aids and services. The RIU #6 consultants and out of district teachers from the RIU #6 are utilized as resources to transition students back from a more restrictive placement. This process has been successful and the district has been able to most often reintegrate students from residential facilities to both schools with supplemental aids and services and community supports. Forest Area hold regular district-wide in-service training addressing special education legal issues, trauma training to address needs of students. In-service trainings were given by special education legal experts, consultants and district staff. In addition, the RIU #6 provides in-service training for teachers and paraprofessionals, monthly special updates on special education laws and regulations, and best practices to implement IEPs. A variety of district staff

attends all of these events. Materials from PDE are distributed and accessed regularly by staff members. Assistive technology training and demonstrations have been provided for all teachers during in-services to assist teachers in utilizing available technology. These include computer capabilities and using technology to enable teachers to monitor student progress while the student self-monitors their performance.

3. SPP targets were met in all areas except for Indicator 3A where the district's rate was below the state proficiency rate for reading and math. The district continually works to improve this rate with targeted interventions as described in other portions of this report. All other Indicators were met by the LEA. The Special Education

Data Report for the 2017/18 showed the district had a rate of 85.7% compared to the last plan which was 75.9% SE Inside the regular class 80% or more for Indicator 5 well above the state target. The state average was 62 % for 2017/18.

Forest Area is committed to keeping students in the district and providing the least restrictive environment in the student's community. Out of district placements have been reduced to one student during the 2017/18 school year and anticipates two this school year due to a student who moved and had been at a more restrictive placement. The LEA regularly monitors both students progress to ascertain if they are ready to return. We anticipate that one or both students may return next year. Any move-in students who have been in an out of district placement (one in 2017/18) has been serviced within the district by using supplemental aids and services. Placement options are determined at the time of each individual child's IEP. Special Education students are served in the regular education classes whenever it is deemed appropriate by the IEP team and to the maximum extent possible, with supplemental aids and services.

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 Forest Area School District addresses the development of Positive Behavior Support Plans for students receiving special education services in accordance with the provisions and procedures of Pennsylvania regulations and standards (chapter 14 and 342) and The Individuals with Disabilities Education Act. This policy identifies that the individualized education planning team determines the need for a Positive Behavior Plan, the development of the plan, the educational placement in which the plan is to be implemented and the necessary resources to implement the plan. The district emphasizes that all behavior management and behavioral supports provided to the students must focus on positive rather than negative techniques; interventions will be least intrusive. The Board acknowledges that conduct is closely related to learning; an effective instructional program requires a wholesome and orderly school environment. The Board shall require that each student adhere to

the rules and regulations promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for the infraction of those rules. Such rules shall require that students conform to reasonable standards of socially acceptable behavior; respect the rights, person or property of others; preserve the degree of order necessary to the educational program in which they are engaged; obey constituted authority and respond to those who hold that authority. Board Policy 113.2 is aligned with Chapter 14 and IDEA Regulations that prohibit aversive techniques and provide for behavior support programs, including the training of personnel for the use of specific procedures, methods, and techniques, such as "Crisis Prevention Institution", (CPI). Forest Area School District Policy mandates that restraints are to be utilized as a last resort only if a student is acting in a manner as to be a clear and present danger to themselves, or to other students or employees, and only when less restrictive measures and techniques have been proven to be less effective. Numerous staff members working throughout our district have been trained in Crisis Prevention Institution, (CPI) and other proactive interventions designed to assist staff in deescalating students.

Forest Area School District partners with Riverview Intermediate Unit #6 to provide training and consultation regarding behavioral supports. A team of staff at each building has been trained in Crisis Prevention and Intervention (CPI), with yearly refresher courses. De-escalation techniques are a high priority focused area in each training.

All Chapter 14 regulations (14.133) are followed.

Elementary

Discipline plays a vital role in the total school experience of each student in the Forest Area Elementary Schools. Based on the belief of the worth of each individual, and that each person can make a difference, opportunities are provided for each student to reach his/her fullest potential. This can only be accomplished in a safe, cooperative learning environment when students accept responsibility for their own behaviors or actions.

FASD has implemented school-wide elementary behavioral **interventions** in grades Pre-K through 6th grade. Our school-wide positive behavior system includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to help create a positive school environment. Our elementary school program is based on four pro-social behavior expectations: We want students to be caring, loving, kind, and respectful. These four pro-social behaviors are reviewed and taught to students in the classroom by staff. This presents itself in the form of a pledge. The students recite the pledge every morning. The program recognizes students caught being kind with a variety of recognition and rewards. The expected pro-social behaviors are shared with parents so that parents can support and reinforce school expectations. Teaching and modeling these pro-social skills are vital to creating and sustaining a positive school climate. The school counselor does monthly character trait lessons with grades Prek- 6th with a parent participation component. Students are rewarded for discussions on each of the traits with their parents. In addition, teachers have individual classroom rules posted for classroom management and positive reinforcement. Student groups at the elementary and secondary levels work to positively reinforce desired behavior and improve school climate. For example, schools have Random Acts of Kindness week where students participate in school-wide team building activities and games. Students post and give personalized notes and recognition to staff and peers. Schools do

activities across grade levels. Grade team up to complete activities at holidays. Elementary and high school classes visit nursing homes together to visit and sign for residents. School clubs engage in district-wide drives for homeless shelters collecting socks, making blankets, collecting items for hospitals and raising money for other causes the groups select. These activities help build a positive school climate to proactively address potential behavior issues.

*The district has made a commitment to train staff and support an elementary SAP team. SAP meetings occur 1-4 times per month. Students can be referred to SAP by themselves, a parent, teacher/staff, or other students. The district contracts an elementary SAP liaison to provide education and support to individual students and groups in addition to the county support staff. The SAP team participated in two team update trainings one last school year and one this school year to review interventions, education, and form procedures to make the process efficient and meet the needs of as many students as possible.

*The district spotlights student achievement on its website and social media. Newspaper articles are sent regularly showing student achievement and highlighting positive school climate activities.

Secondary

The goal of the Secondary Discipline Policy is to assist students in developing respectful and responsible behavior that they will need as they mature in order to become productive members of society. The policy is intended to give specific and clear messages of the type of behavior expected at Forest Area Junior-Senior High Schools. Students are expected to respect themselves, others, and their school at all times. If a student chooses to violate one or more of the policies of the school, the student will be subject to one or more of the consequences as described in the secondary discipline code.

*Teachers sponsor a SADD club to address bullying, drugs and alcohol, and peer interactions. This voluntary club is available to students biweekly during the activity period. Team building activities by community/district staff have been implemented in grades 7-12 as a preventative strategy to build a cohesive community as a barrier to destructive and hurtful actions.

* During this school year, principals met individually with all high school students in grades seven through twelve and conducted a school climate and bullying survey to gather data to identify the needs and ask what interventions were viewed by students as helpful in creating a positive school climate. This data was used to target interventions specifically for each school and student groups.

*The district participates in the local newspaper's Student of the Week Program, which reinforces positive behavior and/or academics. The schools highlight students for achievements by posting their pictures, newspaper articles etc regularly during the school year.

*The district spotlights student achievement on its website and social media. Articles are sent weekly to the newspapers and social media.

*The district has made a commitment to train staff and support a high school SAP team. SAP meetings occur 2-4 times per month. Students can be referred to SAP by themselves, a parent, teacher/staff, or other students. The district contracts for a SAP liaison to provide education and support to individual students and/or groups in addition to the county support staff. The SAP team participated in two team update trainings one last school year and one this school year to review interventions, provide education, and revise forms and procedures to make the process more efficient/effective and meet the needs of as many students as possible.

*Forest Area School District added Social Worker Services to both schools during the 2017/18 school year for two days per-month in each building. The district hired a Licensed Social Worker in January of 2019 to provide increased services every other day at East and West Forest for grades Pre-K to 12th. These services will be an essential piece to expanding the quality of programming for students and provide support, training and education for staff.

*Forest Area School District and Warren County Mental Health have joined together to implement school-based mental health services- medication management and counseling. The team also meets regularly with the local insurance provider and community agencies providing family-based, and wraparound services to secure and maintain services for district families. The district has a strong collaborative relationship with these outside mental health providers.

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.

1. The Forest Area School District offers a continuum of services to ensure FAPE. If at some point there are problems in this regard, the district will seek assistance which may include but is not limited to; PaTTAN or IU6. Forest Area School District has used a wide range of resources to find appropriate supplemental aides and services as well as placement options for students. Collaboration with parents, outside agencies and our own Intermediate Unit, as well as neighboring Intermediate Units, has been valuable in exploring methods of providing supports, services, and educational placements. The district has a limited number of students placed in privately licensed facilities, as well as neighboring districts, that specialize in students with emotional and behavioral difficulties. These placements were discussed only after this student had participated unsuccessfully in the least restrictive settings or required the level of services per the students IEP. Any student that was placed out of the district by the LEA has their IEP and progress reviewed more often than annually to determine if they are ready to return to the district.

2. Forest Area School District maintains a learning support program that offers services to students who remain in the district from the itinerant to the full-time levels of support. The district has been very successful in keeping students in their home school with small class sizes and special programs including services learning experiences, for example, the district has an in-house Goodwill processing center. The district successfully uses the district's Vocational Program to offer students a half day hands-on educational experience. These programs have addressed the needs of our most

-challenging students who need life skills and real-life social experiences for life after high school. If students with Emotional support, Autism support, Life Skills support, and/or Multiple Disabilities, cannot be serviced in the district after all supplemental aids and services have been exhausted, the LEA will explore services that could be provided by a neighboring district or Riverview Intermediate Unit #6. Students in these out of district placements are able to attend general education classes as they would in their home district, and can receive services at the itinerant, supplemental, or full-time level. Due to the small number of students needing each of those services, the district is not able to provide each type of support within the home district. When a student attends a neighboring district or Intermediate Unit operated classroom, transportation is provided.

3. Forest Area School District will continue to explore in-house supportive services such as adding a social worker in 2019 and will also continue to work with neighboring districts and/or Riverview Intermediate Unit #6 to explore placement opportunities as needed. The district will also continue to increase our opportunities for students to participate in the general education classroom to the maximum extent appropriate with supplemental aids and services.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Taylor Diversion	Nonresident	Forest Area School District/Lighthouse Island Academy	

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 16, 2015

Reason for the proposed change: caseload change of students

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support			
Justification: Parents have agreed to the age range				
Locations				
West Forest Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support		1	0.11
Justification: Parents have agreed to age range being greater than 3 years				
Locations				
West Forest Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 16, 2015

Reason for the proposed change: one student is Supplemental

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support			
Justification: Parents have agreed to age range being greater than 3 years				
Locations				

East Forest Jr/Sr HS	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support			
Justification: Parents have agreed to age range being greater than 3 years				
Locations:				
East Forest Jr/Sr HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 26, 2014

Reason for the proposed change: Less enrollment at East and increased enrollment at West Forest moved position to West

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support			
Justification: Parents have agreed to age range be greater than 3 years				
Locations:				
East Forest 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			
Justification: Parents have agreed to age range being greater than 3 years				
Locations:				
East Forest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2018

Reason for the proposed change: The room is going to be converted to storage as will the adjacent room. The classroom is being moved to be between the other elementary student classrooms on the same floor.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support			
Justification: Parents have agreed to age range being greater than 3 years				
Locations:				
West Forest Elementary	A Junior/Senior High School Building	A building in which General Education programs are operated		

and Jr./Sr HS	School Building	Education programs are operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support			
Justification: Parents have agreed to the age range being greater than 3 years - AO				
Locations				
West Forest Elementary and Jr./Sr HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 25, 2015

Reason for the proposed change: The district hired it's own speech therapist in 2015-2016 school year

Justification: Compliance for proximity to home, classroom design (for instruction), 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			
Justification: Speech and language therapist- students are not seen together out of the age range				
Locations				
East and West Forest Elem and Jr. Sr. HS's	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 16, 2015

Reason for the proposed change: less students

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support			
Justification: Parents agree to change in age range				
Locations				
West Forest Jr. Sr HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: August 28, 2018

Reason for the proposed change: The student is no longer in the district.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant				
Locations:				
West Forest Elem Lea				

Program Position #8

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: August 28, 2019

Reason for the proposed change: New student in elem who was identified for services

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant				
Justification: Stud				
Locations:				
West Forest Jr. Sr HS				

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant				
Locations:				
West Forest Elem and JR/SR HS				

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 26, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support			
Locations:				
West Forest Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Principal/Special Ed Services	Elementary and Secondary School wide	0.1
ACCESS Coordinator	High School	0.25
Aide	East Forest Elementary School	0.5
Aide	East Forest Elementary School	0.3
Aide	East Forest HS	0.7
Aide	East Forest Elementary School	1
Aide	West Forest Elementary and High School School	0.4
Aide	West Forest Elementary and High School	0.5
Aide	West Forest HS	0.5
Aide	West Forest Elem	0.2
Aide	West Forest Elementary School	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
PT	Intermediate Unit	4 Hours
OT	Intermediate Unit	3 Hours
Special Education Supervision	Intermediate Unit	1 Days
School Psychologist	Outside Contractor	0.5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Training, consultation, and collaboration will be conducted by staff, outside providers, IU6, mental health (wrap-around) agencies, Family-based providers, counselors, and doctors over the next three school years to address the staff and student needs with Autism. Training for K-12 staff will include information on the difficulties students have with social interaction, language delays, and stereotypical behaviors. These stereotypical behaviors may include problems handling change, proximity of people around them, and the propensity to perseverate; the trainings are tailored to the student they have in their classrooms. Staff who have a student receiving wrap-around services in the school for the next three years will meet with behavior specialists and outside providers. Trauma-informed training will continue with district staff to address student reactions and deescalate behaviors and preventively reduce anxiety for students with autism.</p> <p>Information on local trainings through other school districts, community based programs, and IU6 are provided to parents. Consultation with IU6 personnel are utilized when needed, they will meet with the team (including parents) to gather information and assist in developing a plan to meet specific needs.</p> <p>Teachers working with students with Autism Spectrum Disorder will gain knowledge by collaborating with the school counselor, school social worker, speech pathologist, learning support teachers, outside resources, and the school psychologist.</p> <p>New staff will meet with receive training in special education students, needs and interventions during their induction program.</p>
Person Responsible	Principals, Superintendent and Special Ed Supervisor
Start Date	7/1/2019
End Date	6/29/2022
Program Area(s)	Teacher Induction, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	10

# of Participants Per Session	1
Provider	District and IU employees
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Optional
Research & Best Practices Base	Optional
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking 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	<p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	Elementary - Primary (preK - grade 1)

	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Positive outcomes for the students in their behavior plans, IEP progress monitoring and when FBAs are reviewed.
Evaluation Methods	Review of student progress at IEP time, review of FBA data, and review of ISPT team meetings when outside services are present.

Behavior Support

Description	<p>Restraint data has been minimal for students within and out of the district. The out of district placed students are our highest risk students. The district will continue to strive for 0 restraints and implement de-escalations techniques and trauma-informed interventions. The district will review and analyze data including office referrals, suspension, and expulsions. The district will work to continually reduce the number of office referrals and bus incidents. Video camera surveillance has been expanded in the buildings and gyms, and cameras are on buses to provide support with disciplinary investigations.</p> <p>Parents are consistently involved by participation in interagency meetings for community-based services. Phone calls from teachers to parents and IEP or team meetings are held when problems arise or as a preventative measure to avoid the escalation of at-risk behaviors.</p> <p>CPI training is done annually to keep teams certified in both buildings. CPI training includes de-escalation techniques both on original training and annually for the building teams. Each building has a Team trained with current CPI certification. Annual training is provided by a certified CPI instructor from IU6.</p> <p>SAP is used to screen, refer and provide short term support for students. Regular SAP meetings are held at the Elem and secondary levels to address concerns and monitor progress for at-risk students.</p> <p>FASD along with Warren County Mental Health has school-based mental health services- medication management and counseling. The district contracted with a part-time social worker beginning in 2018. This year the</p>
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	district hired a social worker to work in both buildings increasing the time to half time in each building. Their priority is to work with students with IEPs to address their needs and provide them with skills to be independent and successful in their school setting. The team also meets regularly with the local insurance provider and community agencies providing family-based, and wraparound services to secure and maintain services for district families. The district has a strong collaborative relationship with these outside mental health providers and CYS.
Person Responsible	Sped Ed Supervisor/ Principals/Superintendent
Start Date	7/1/2019
End Date	6/29/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	10
Provider	IU 6 CPI trainers
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Optional
Research & Best Practices Base	Optional
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA 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 Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team coordination and practice if and when needed based on student need.
Evaluation Methods	Reflections after an incident and review of incident debriefing summary

Paraprofessional

Description	<p>Paraprofessionals will meet the state competencies at the rate of 100%. Paraprofessionals will meet the entry level requirements with an associate degree in a related field or bachelor degree or meet district established requirements for training and competency. All Paraprofessionals will obtain the 20 hours of professional development annually.</p> <p>All paraprofessional employees will be certified in CPR and First Aid. All paraprofessionals will obtain the required 20 hours of annual training required by PDE.</p>
Person Responsible	Sped Ed Supervisor/ Principals/Superintendent
Start Date	7/1/2019
End Date	6/29/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	12
# of Participants Per Session	15
Provider	IU6, PaTTAN/PDE, District Employees/ Outside providers
Provider Type	School Entity

PDE Approved	Yes
Knowledge Gain	optional
Research & Best Practices Base	optional
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 or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops Live Webinar Professional Learning Communities
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	PLC meetings ongoing Para meetings and trainings
Evaluation Methods	Review of notes, observations by teachers and administration evaluations

Reading

Description	To maintain or increase reading levels over the next 3 years, staff will become more knowledgeable in collecting and analyzing data from PSSA, PVAAS, both state and local data by using the new EdInsight program and assessment tools.
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	<p>The staff will continue to work towards curriculum alignment to the Common Core using available data so that assessment can drive their instruction. This will include an in-house analysis of data through informal and formal meetings within departments, grades and across grade spans. The staff will utilize IU training on assessments, technology, and strategies to implement differentiated instruction and inclusion to meet the needs of all students. Planned instruction will continue to be reviewed, refined, and revised to aim at continual improvement and maintenance of scores to address targets on our Future Ready Index and prepare students for life after school. Parents will be provided with information on individual student progress through mid-term reports and report cards. Parents will also be informed about curriculum development through board meetings, district web site, and information that is sent home. The K - first-grade teachers are participating in an A2i research program that will be expanded to include grades two through three in future years. This federally funded research program included an online assessment and continuous monitoring of reading skills. As this occurs, teachers participate in PLS to develop and monitor targeted lesson planning for whole and small group instruction in reading skills. In addition, a method for time management for the whole group and small group instruction in targeted reading skills based on the assessments is used.</p>
Person Responsible	Sped Ed Supervisor/ Principals/Superintendent
Start Date	7/1/2019
End Date	6/29/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	16
# of Participants Per Session	3
Provider	District and IU employees
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Targeted interventions based on assessments. Time management strategies to be more efficient in grades k-third.
Research & Best Practices Base	Resources are provided through a web-based and consultant in the A2i program for elementary teachers.
For classroom teachers,	Enhances the educator's content knowledge in the area of the

<p>school counselors and education specialists</p>	<p>educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>LEA Whole Group Presentation School Whole Group Presentation Live Webinar Department Focused Presentation Podcast</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>
<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom</p>

	environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data
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Transition

Description	<p>FASD will participate in Transition (Indicator 13) training if the district is required during the special education plan dates. Indicator 13 trainings or updated trainings by Pattan or IU6 will be provided to district staff. The district will continue the implementation of the 339 plan that included focusing on career development exploration and education in all grade levels. The district will continue its work with OVR to provide education and training for students ages 14 and up prior to graduation on jobs skills as part of the transition planning training. The district has worked with two providers with classroom-based and hands-on activities for the past two years. In addition, the district has helped facilitate many more of our students involvement with OVR services prior to graduation. Students have done job shadowing, work experiences and obtained support for post-secondary education. Staff will continue to attend trainings by PDE and IU 6 throughout the next three years. This will include PaTTAN training, Webinars, and IU wide transition meetings. The district will complete the post-school surveys as directed by PDE.</p> <p>Parents are provided surveys at IEP development time or information is obtained through personal contact so parents can give input specifically focused on transition services. Referrals are made to outside services by obtaining parent permission i.e. OVR, MHMR. Parents participate in the OVR process and attend meetings at the school, so they have easy access to OVR services.</p>
Person Responsible	Principals, Superintendent and Special Ed Supervisor
Start Date	7/1/2019
End Date	6/29/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	3
# of Participants Per Session	4

Provider	IU 6 PaTTAN/PDE
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Optional according to webinar
Research & Best Practices Base	Optional according to webinar
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p>
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

Follow-up Activities	Writing improved IEPs, which will be reviewed and monitored prior to the presentation to the parents for content recommended by PDE/IU as part of Indicator 13 training.
Evaluation Methods	Portfolio Review of IEPs/ Transition plans.

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