

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 86  
School District Total Student Enrollment 401  
Percent of Students Receiving Special Education 21.4

## Steering Committee

Name	Position/Role	Building	Email
Amanda Hetrick	Superintendent	Forest Area SD	ahetrick@forestareaschools.org
Debra Arner	Director of Special Education	Forest Area SD	darner@forestareaschools.org
Valerie Watson	Special Education Teacher	West Forest JSHS	vwatson@forestareaschools.org
Elisha Pospisil	Director of Curriculum	Forest Area SD	epospisil@forestareaschools.org
Chris Pappas	General Education Teacher	East Forest El Sch	cpappas@forestareaschools.org
Peggy Butler	Other	Forest Area SD	pbutler@forestareaschools.org
Bradley Roth	General Education Teacher	East Forest El Sch	broth@forestareaschools.org
Emma Cussins	Special Education Teacher	East Forest El Sch	ecussins@forestareachools.org
Amanda Olson	Special Education Teacher	West Forest El Sch	aolson@forestareaschools.org
Samantha Howard	Special Education Teacher	West Forest El Sch	showard@riu6.org

## School District Areas of Improvement and Planning - Indicators

### Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
---------------	-----	---------------	-----	------------------

**Significant Disproportionality - Placement**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities



**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

# Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Taylor Diversion Program/Lighthouse Island Academy	Residential Setting		Licensed Private Academic	21

1. Describe the host’s educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

As host district, Forest Area School District ensures the provision of a Free Appropriate Public Education through an established procedure for the identification and provision of 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, FASD Special Education Teacher, and LIA Education Program Director screen to determine the student's educational 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 of special education at Forest Area School District is contacted within one day of arrival. The facility and the LEA then begin the process of obtaining the special education documents for the student from their home school district. The IEP team reviews the available paperwork (Re-Evaluation Reports, Individualized Education Plans, and Progress Reports) to determine the appropriate level in regards to the least restrictive environment and type of service to be provided while the student attends the LIA school. The district special education supervisor attends 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 level of service being provided. Forest Area School District has the responsibility of attending IEP meetings on-site or virtually at the facility in order to ensure that the students are being educated in the least restrictive environment and to provide a seamless transition into the public school.

2. Describe the district’s procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
- The LEA oversees the special education programing at LIA. The Special Education Supervisor is on site at least one day each school week. FASD provides the Special Education teacher at LIA. When a new student arrives at LIA, the LIA Education Director informs the Forest Area SD Superintendent, Special Education supervisor, and the Coordinator of Administrative Support Services. Once a student has arrived, the LIA Educational Director completes the NOTIFICATION OF ADMISSION TO FACILITY OR INSTITUTION AND SCHOOL ENROLLMENT form and sends it to the Forest Area SD Superintendent, Special Education Supervisor, and the Coordinator of Administrative Support Services. The Coordinator of Administrative Support Services completes a 4605 form and informs the LIA Educational Director, Superintendent, and the Special Education Supervisor when the home district acknowledges the student. The Coordinator of Administrative Support Services and the Special Education teacher contact the prior district to retrieve educational records for each student then share them with the LIA. The Special Education Supervisor and the LIA Education Program Director discuss special education caseloads and any supports and services the students may need. Once records are received, the FASD Special Education teacher completes a graduation plan that lists all classes previously completed and the classes the student will be taking at LIA to ensure the student is getting the correct number of credits. This ensures that the student is on track to graduate when they return to their home school district. Once a student is discharged from the program, the LIA Educational

Director notifies the Forest Area SD Superintendent, Special Education Supervisor, and the Coordinator of Administrative Support Services. Once it is known where the student is discharging to, records are immediately sent by the Coordinator of Administrative Support Services.

## Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. 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).

## Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The district historically has had 80% or more of the special education students in the general educational environment. Penn Data for the 2019/20 school year indicates 86% of the special education students were in the regular education classes 80% or more of the time. The remainder of students were being educated in learning support classrooms in the district. The district has a low number of students in other settings such as out of district placements and of those a portion are court placed. The number of students in other settings was 4.8% in 2019/20. At the current time, two students are in different settings through the IEP process and three students were court placed not related to their school performance or by the IEP team. FASD works hard and believes students should be educated in their home district, and exhausts every traditional and creative means within the district prior to considering an out of district placement. FASD has enhanced the quality of support from school staff expanding the knowledge of trauma-informed care, executive functioning interventions, problem solving skills and social skills for all students and staff in grades pre-k through twelfth. The district added a second full-time school counselor in the 2021/22 school year to offer enhanced services to all our students. In addition, the District added a full-time special education teacher in 2021/22, so that we could offer more co-teaching and support of high needs students in an effort to keep these students in the home district, and so all students could access the general curriculum to the maximum extent possible. Social work services were initially contracted through IU6 for a few days per week. The district committed to hiring this social worker full-time 1/2019 to service IEP students to provide additional support during crisis situations and proactively.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

Our teachers and staff offer a variety of programs to all students to ensure their academic and social emotional needs are met at the level needed by each student. Across the board, students participate in high dosage tutoring programs, after school programs, the social and emotional learning curriculum led by the school counselors. The elementary school counselor holds weekly sessions with all elementary students addressing problem solving, dealing with conflict, expressing emotions and building self-confidence and independence. The PATHS social emotional learning curriculum is utilized in grades pre k through sixth grade by both the classroom teachers and counselors. The high school counselor implements the "Squabbles" program with the Secondary Levels. Forest Area School District offers all students the opportunity to participate in a continuum of mental health supports and services. The process begins with the opportunity to be referred to the elementary or secondary SAP team for academic or behavioral concerns. Students can be referred by a teacher or staff member, their parents, their peers or themselves. Once a student is assessed, they may be monitored by a teacher member of the team, added to the list for monitoring by the County liaison for mental health and drug and alcohol services, referred to in-school outpatient counseling or referred to an out of school program. The following lists all the programs and supports utilized district wide for meeting the academic and SEL needs: Inclusion, Differentiation, Project Based Learning, and Alternative Response Modes, SAP, Outpatient counseling, Med checks, PATHs Curriculum, in-school tutoring, after-school programming, summer programming, PBSI, Bucket Filler, Star Fish, Squabbles, and Social Work services. FASD has expanded services by expanding the knowledge of trauma-informed intervention, executive functioning interventions, problem solving skills and social skills. These services are also provided to the students by our social worker, and school counselors. The district added a second full-time school counselor in the 2021/22 school year to service all our students.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

Dr. Cristin Ketley from Clarion University has done training for staff on inclusion strategies and executive functioning techniques. Behavioral consultants

from IU6 and private providers have met with special education staff to model gathering information, collecting data, implementing behavior plans and positive interventions to enable students to remain in the general education environment and participate to the highest extent possible. The District has contracted with the IU6 for FBAs to enable students to stay in general education to give staff more support and ideas. The LEA has committed resources for student support/education including an additional full-time school counselor and an additional special education teacher for the 2021/22 academic school year. This additional staff person enables the elementary school and high schools to implement programming on social emotional learning. High school and elementary programs (PATHS and Squabbles) began during the 2021/22 school year to augment the typical services provided by our staff, SAP liaison, and outside agencies. Additional staff district-wide have been trained in suicide awareness and threat assessment to enable administrators, counselors and head teachers to be able to support students prior to and in crisis situations. FASD has expanded services by expanding the knowledge of trauma-informed intervention, executive functioning interventions, problem solving skills and social skills. These services are also provided to the students by our social worker, and school counselors. The district added a second full-time school counselor in the 2021/22 school year to increase services all our students.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The district utilizes related services such as nursing, paraprofessional and transportation services so students can participate in extracurricular activities. Staff contacts and encourages families and works with students to ensure maximum participation in extracurricular activities. Students in wheelchairs have participated in cheerleading, students with medical conditions that require nursing have gone on field trips for career exploration, Vo Tech programs, club trips (Cleveland, Nashville, JCC, and Pittsburgh FCCLA State Competition) and sports. The district would provide the related services necessary for the student to access extracurricular activities. The nurses also have trainings for coaches and bus drivers on child specific needs (seizures, brain injury, and Diabetes) to ensure optimal participation.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities? The district has a limited number of students placed in privately licensed facilities. Placements have been made by the court, and are not in any institution within proximity to participate in extracurricular activities. Students at the private residential facility within our district have participated in extracurricular activities at FASD. If any of our students are placed at this location or at a location within a reasonable distance, they would be able to participate in our district lead extracurricular activities. We have cooperative agreements with the Abraxas juvenile placement facility for sports and for community-based projects such as the community garden.
6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart) FASD has expanded services by expanding the knowledge of trauma-informed intervention, executive functioning interventions, problem solving skills and social skills. These services are also provided to the students by our social worker, speech/language pathologist, school counselors and trained teachers. The district added a second full-time school counselor in the 2021/22 school year to services all our students. The district is always looking for supportive services that could enable more robust supports for our students in the home district including: Inclusion, Differentiation, Project Based Learning, and Alternative Response Modes, etc. Despite the rich and varied programs in our small district, we have limited and sporadic needs that cannot be met within our district. Two students were placed through the IEP process in out-of-district placements. The LEA regularly monitors both students' progress to ascertain if they are ready to return. Three students of the total student population are court placed. These placements were made after numerous interventions, supports and services were tried or offered. The behavior is disruptive to the educational environment as well as neighboring districts that specialize in

students with emotional and behavioral difficulties. These placements were discussed only after this student was unsuccessful in the least restrictive settings or required the level of services per the student's 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.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
[REDACTED]	Approved Private School (APS)		[REDACTED]	Learning Support	1
[REDACTED]	Other	Oil City	[REDACTED]	Learning Support	1
[REDACTED]	Other	Public School	[REDACTED]	Emotional Support	1
[REDACTED]	Other	Public School	[REDACTED]	Learning Support	1



## Positive Behavior Support

Date of Approval

2020-11-18

Uploaded Files

Behavior Support Policy FASD 11.18.2020.pdf

1. How does the district support the emotional, social needs of students with disabilities?

Special education students are afforded small class settings in general education and in the learning support classrooms. A wide variety of creative supports have been developed and are offered by the district, due to our rural location and small setting. Social work services are available as an option for related services in IEPs if a need is identified by the team and agreed upon by student and family. Social work services are available to increase access to education by reducing and addressing potential barriers or challenges; and by providing skill development in areas of executive functioning and self-regulation. FASD is aware and sensitive to the prevalence of trauma-impacted students present in classrooms today, and has incorporated Ukeru into its continuum of available approaches. Ukeru is a trauma-informed restraint-free de-escalation strategy. The district has committed to training all staff in Ukeru as a pre-intervention technique; including para professionals and learning support staff. To ensure that Ukeru remains embedded in the practices of FASD; the social worker has been trained in teaching the Ukeru techniques. Access to a Ukeru trainer (i.e. the social worker) ensures that the staff have access to regular coaching, debriefing, and annual recertification in Ukeru. The LEA works closely and collaborates with many local agencies in and surrounding the district to ensure that agencies have available staff to serve our students in the school and home settings. The district works with IBHS services from multiple agencies to provide in-school support and support for students out of school to enable them to function and be successful in the educational environment. The District also offers outpatient counseling and med-management onsite.

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.

In 2019, FASD added Ukeru techniques as a response to behavior needing intervention. Ukeru is a trauma-informed restraint free de-escalation approach for supporting individuals during heightened emotional moments that require immediate intervention. It is a collaborative approach and augments other strategies. Ukeru uses blocking pads to safely redirect energy and trauma-informed communication strategies for de-escalation. The school social worker attended the Train the Trainer Training in 2019. Subsequently, the district was trained in the Ukeru approach in 2020. Learning support staff and paraprofessionals were trained in Ukeru approach and blocking techniques. The school social worker is recertified annually to maintain annual recertification of the district staff. Maintaining a district trainer ensures continued used of the trauma informed modeling and up to date training for the staff.

3. Describe the district positive school wide support programs.

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. FASD District policy 219 approved 11/18/2020: plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A Positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education. Positive Behavior Support Interventions and techniques are methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards. Examples include: Visual Schedules, First/Then, When/Then, "Get Ready, Do, Done" schedules; Star Charts; Punch Cards. Targeted students have more intense behavioral monitoring to see improvement or provide data to enable changes and determine successful interventions for students with the most severe behavioral needs. Data is collected typically daily and tallied. This data is reviewed by teams regularly and adjustments are made to move on a positive trajectory of improved behavior. Tier I Positive School Culture programs used include the following: PATHS (Promoting Alternative Thinking Strategies); Social Emotional Learning (SEL) program for elementary, implemented by Elementary Guidance Counselor in the regular classroom weekly. Lunch Bunch: Different classes are invited to have lunch with the Elementary Counselor as an extension of the SEL discussions about listening skills, problems solving, social skills, etc. Squabbles: Squabbles is an interactive social emotional tool that utilizes modern movie/ tv clips which highlight various situations and how to better resolve them. It addresses all age ranges as it covers being inclusive, being kind, what to do when peers make you angry, rumors, social media, etc. For example: one of the "older" lessons, there is a video clip on how social media can be really be awful and harmful if not utilized appropriately. Then, there are discussion points and interactive questions/ prompts to support class room open discussions regarding social media and rumors or cliques. Starfish Buddies: the daily pledge for Elementary students to be a "caring, loving, kind and respectful Starfish Buddy" Bucket Fillers: recognition by teacher/staff for giving compliments and acts of kindness towards others, the student's name is placed into a bucket for a weekly prize drawing "Start with Hello": Every morning students are greeted at the door of the building and/or classroom by teachers/staff and principals; Farewells at dismissal. Postcards: Each teacher/staff member sends postcards monthly to parents of 3 students with positive messages. School-wide positive climate activities include- school-wide bulletin board with all students contributing, school-wide dress up days according to themes/activities like Read Across America, Prom week, Red-Ribbon Week etc. Positive statements- encouragements posted daily or announced Classroom teachers often do contests and challenges within the classroom to promote good behavior -- Random Acts of Kindness - Mikayla's Voice activities which are modeled after an art class at NAMS, Mikayla's Voice developed the "Wheels of Friendship" inclusive painting program to give other groups of children this amazing opportunity. When classes (always including a child who uses a wheelchair or service dog!) meet to develop the concept for their own collaborative painting, they enjoy valuable discussion about differences, understanding and acceptance.

4. Describe the district school-based behavior health services.

SAP, Elementary and JH/HS; Beacon light an off- site, med management; SW; Additional counselor; IU6 consultation for FBA's and high risk students; MST services facilitated through our local Children and Youth Services with a local provider; CYS CW - truancy and support for issues impacting attendance access Mental Health services. The county has funding for under insured students who cannot access services such as psychological evaluations.

5. Describe the district restraint procedure.

FASD PHYSICAL RESTRAINT POLICY: Forest Area School District Policy #113.2 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). In the 2019/20 school year the district committed to utilize Ukeru as a pre-restraint intervention. Ukeru is a restraint-free trauma-

informed model for de-escalation. The district began training the staff in the 2019/2020 school year. To date, a team comprised of learning support, paraprofessionals, social work and principals has been trained in Ukeru. The team has been trained in the use of Trauma Informed Care, Verbal - De-escalation strategies, and the use of the restraint- free Ukeru blocking pads. The staff are re-certified in Ukeru training annually by the district Ukeru Trainer. The district Ukeru trainer is recertified as a trainer annually as well. Numerous other trainings for staff have been conducted to address problem solving, executive functioning and coping strategies as a preventative measure in lieu of the use of restraints. Forest Area School District partners with Riverview Intermediate Unit #6 to provide training and consultation regarding behavioral support. A team of staff at each building has been trained in Crisis Prevention Intervention (CPI), with yearly recertification courses. De-escalation techniques are a high priority focused area in each training. All Chapter 14 regulations (14.133) are followed. The district has contracted with staff at Clarion University to conduct staff wide training on autism and interventions for high risk students. In the event of a student receiving physical restraint, the following procedure is in place. [1] The Director of Special Education or designee shall notify the parent/guardian as soon as practically possible of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. [1] The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if:[1] 1. The restraint is used with specific component elements of a Positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. Positive Behavior Support Plan includes efforts to eliminate the use of restraints. Mechanical Restraints Mechanical restraints, which are used to control involuntary movement or lack of muscular control of a student when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.[1] Mechanical restraints shall prevent a student from injuring the student or others, or promote normative body positioning and physical functioning. Seclusion: The district permits involuntary seclusion of a student for a limited period of time in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. District staff shall provide continuous supervision of students in seclusion, which need not always involve presence of staff within the same room. The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit. [1]

## Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

We have not had any students placed on Instruction Conducted in the Home or who have waited more than 30 days for placement in the past three years. 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; local districts, PaTTAN or IU6. The LEA has expanded our options for each side of the district's hard-to-place students by contracting with adjacent school districts and new programs, due to the vast geographic area of the district. The LEA has also used both schools as options for students who may experience issues related to their typical school placement. Forest Area School District has used a wide range of resources to find appropriate supplemental aids and services as well as placement options for students. Collaboration with parents, outside agencies and our own Intermediate Unit, as well as neighboring districts, has been valuable in exploring methods of providing support, services, and educational placements.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU Emotional Support 2	Secondary	Full-time (1.0)	05/25/2022 12:32 PM

<b>Building Name</b>		
West Forest JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
West Forest JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
--------	--------------------	----------------------------------	---------

IU Emotional Support 1	Elementary	Full-time (1.0)	01/28/2022 12:06 PM
------------------------	------------	-----------------	---------------------

<b>Building Name</b>		
West Forest El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
West Forest El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
VW Learning Support 6	Secondary	Full-time (1.0)	05/25/2022 12:34 PM

<b>Building Name</b>		
West Forest JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The team has discussed that the age range for my child in a special education class may vary more than three years on the elementary level or four years on the secondary level due to the nature of the class sizes (which are very small) and staffing at Forest Area School District. The parent agreed and understood that the student will still receive FAPE if the student would happen to be in a learning support room and they would be out of the age range.		0.34

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EC Learning Support 5	Elementary	Part-time (0.5)	05/25/2022 12:35 PM

<b>Building Name</b>		
East Forest El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
The team has discussed that the age range for my child in a special education class may vary more than three years on the elementary level or four years on the secondary level due to the nature of the class sizes (which are very small) and staffing at Forest Area School District. The parent agreed and understood that the student will still receive FAPE if the student would happen to be in a learning support room and they would be out of the age range.		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SB Learning Support 4	Elementary	Part-time (0.5)	05/25/2022 12:36 PM

<b>Building Name</b>		
West Forest El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
--------	--------------------	----------------------------------	---------



<b>Building Name</b>		
East Forest JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
The team has discussed that the age range for my child in a special education class may vary more than three years on the elementary level or four years on the secondary level due to the nature of the class sizes (which are very small) and staffing at Forest Area School District. The parent agreed and understood that the student will still receive FAPE if the student would happen to be in a learning support room and they would be out of the age range.		0.32

<b>Building Name</b>		
East Forest JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AC Learning Support 2	Elementary	Full-time (1.0)	05/25/2022 12:37 PM

<b>Building Name</b>		
West Forest El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
West Forest El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AO Learning Support 1	Multiple	Full-time (1.0)	05/25/2022 12:42 PM

<b>Building Name</b>		
West Forest El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
West Forest JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
West Forest JSHS		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
West Forest El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SLP1	Multiple	Part-time (0.5)	01/31/2022 09:45 AM

<b>Building Name</b>		
East Forest JSHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		

Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
East Forest El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are grouped for speech services at this building according to grade level and disability category. Each group is seen separately during 1 period. The ages within groups do not exceed 3 years.		0.09

<b>Building Name</b>		
West Forest El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>

	0.02
--	------

<b>Building Name</b>		
West Forest El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are grouped for speech services at this building according to grade level and disability category. Each group is seen separately during 1 period. The ages within groups do not exceed 3 years.		0.18

<b>Building Name</b>		
West Forest JSHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Students are grouped for speech services at this building according to grade level and disability category. Each group is seen separately during 1 period. The ages within groups do not exceed 4 years.		0.05



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
West Forest El Sch		105
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 10 feet, 6 inches	315sqft	11
<b>Implementation Date</b>		
2022-05-25		
<b>Uploaded Files</b>		
West Speech Room 105.jpg		

### 1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
West Forest El Sch		205
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2022-05-25		
<b>Uploaded Files</b>		
cochran205west.jpg		



2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
West Forest El Sch		211
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 18 feet, 0 inches	432sqft	15
<b>Implementation Date</b>		
2022-05-25		
<b>Uploaded Files</b>		
Beary211West.jpg		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
West Forest El Sch		100
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2022-05-25		
<b>Uploaded Files</b>		
Room100West.jpg		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
East Forest JSHS		5
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2022-05-25		
<b>Uploaded Files</b>		

room 5 at East\_e7c2be91.jpg

#### 5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
West Forest El Sch		111
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-25		
Uploaded Files		
Olson111West.jpg		

#### 6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
West Forest JSHS		126
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 30 feet, 0 inches	750sqft	26
<b>Implementation Date</b>		
2022-05-25		
<b>Uploaded Files</b>		
Watson126West.jpg		

#### 7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
East Forest El Sch		14a
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 0 inches x 20 feet, 0 inches	360sqft	12
<b>Implementation Date</b>		
2022-05-25		
<b>Uploaded Files</b>		

speechroomeast.jpg

8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
East Forest El Sch		27
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 33 feet, 0 inches	858sqft	30
Implementation Date		
2022-05-25		
Uploaded Files		
Cussins27East.jpg		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
West Forest El Sch		101
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2022-05-25		
<b>Uploaded Files</b>		
Room101West.jpg		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

## Special Education Support Services

### 11 Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Social Worker	1	District Wide	District
Director of Special Education	1	District Wide	District
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Guidance Counselor	2	District Wide	District
School Psychologist	3	District Wide	Contractor
Paraprofessionals	2	District Wide	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	6	Elementary	District
Other	1	Elementary	Contractor
Other	1	Elementary	Contractor
Other	1	District Wide	Contractor

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Autism Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Milestone		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
Understanding the Framework of Poverty			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Elisha Pospisil/Curriculum Director		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1		Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Human trafficking awareness			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Elisha Pospisil/Curriculum Director		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>



1	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers
---	---	----------	---

Description of Training			
Human trafficking awareness			
Lead Person/Position		Year of Training	
Elisha Pospisil/Curriculum Director		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Human trafficking awareness			
Lead Person/Position		Year of Training	
Elisha Pospisil/Curriculum Director		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

## Paraprofessional

Description of Training			
Modeling Augmentative and Alternative Communication			
Lead Person/Position		Year of Training	
Peggy Butler/ SLP		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	1		Paraprofessionals

Description of Training			
Annual Ukeru recertification/training			
Lead Person/Position		Year of Training	
Diane Weckerly/Social Worker		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Paraprofessionals

Description of Training			
Annual CPR Training			
Lead Person/Position		Year of Training	
Misty Hartle/Physical Education and Health		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Other	

Description of Training			
Understanding the Framework of Poverty			
Lead Person/Position		Year of Training	
Elisha Pospisil/Curriculum Director		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience

6	1	District Other	Paraprofessionals
---	---	-------------------	-------------------

<b>Description of Training</b>			
Mandated Reporter Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Elisha Pospisil/Curriculum Director		2023-24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Documenting Interventions/FB Plans			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Peggy Butler/Special Ed Coordinator and Diane Weckerly/ Social Worker			2022-23
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3		Paraprofessionals

<b>Description of Training</b>			
Autism Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Milestone		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Other	Parents Paraprofessionals

<b>Description of Training</b>			
Annual Ukeru Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Diane Weckerly/social work		2023-24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1	District	Paraprofessionals

<b>Description of Training</b>			
Annual Ukeru Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Diane Weckerly/social work		2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1	District	Paraprofessionals

<b>Description of Training</b>			
Annual CPR Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Misty Hartle/Physical Education and Health		2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

<b>Description of Training</b>			
Safe Schools Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Elisha Pospisil/Curriculum Direct		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

1	1	District Other	Paraprofessionals
---	---	-------------------	-------------------

Description of Training			
Safe Schools Training			
Lead Person/Position		Year of Training	
Elisha Pospisil/Curriculum Direct		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Paraprofessionals

Description of Training			
Safe Schools Training			
Lead Person/Position		Year of Training	
Elisha Pospisil/Curriculum Direct		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Paraprofessionals

Description of Training			
Annual Mandated Reporter Training			
Lead Person/Position		Year of Training	
Elisha Pospisil/Curriculum Director		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Other	Paraprofessionals

<b>Description of Training</b>			
Human trafficking awareness PK - 6			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Elisha Pospisil/Curriculum Director		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

### Transition

<b>Description of Training</b>			
Indicator 13			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Amy Smith/IU6		2023-24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Secondary Transition Coordinator			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Transition Consortium		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	3	Intermediate Unit	Special Education Teachers

## Science of Literacy

<b>Description of Training</b>			
See the Sound Visual Phonics:			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Sue Ann Houser/PaTTAN Content Contact		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4.5	1	Other	General Education Teachers Special Education Teachers

## Parent Training

<b>Description of Training</b>			
Annual Title One Parent/Family Nights			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Emma Cussins/Title one tutor		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Other	Parents

<b>Description of Training</b>			
Annual CHIPS/Riverview IU 6: Help for Hearing Loss Boosts Academics			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Teacher of Hearing Impaired/IU6 Personnel		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	PaTTAN	Parents

<b>Description of Training</b>			
Annual Open House, School Climate, Resources for Parents			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Deb Arner and Staci Blair/Principals		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	1	District	Parents

<b>Description of Training</b>			
Adult Resilience: Build your Bounce			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Diane Weckerly/ Social Worker		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	Other	Parents

<b>Description of Training</b>			
Transition Tuesday Notices			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jennifer Craig/PaTTAN		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	PaTTAN	Parents

<b>Description of Training</b>			
Annual Title One Parent/Family Nights			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Emma Cussins/Title one tutor		2023-24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>



1	1	District	Parents
---	---	----------	---------

Description of Training			
Annual Title One Parent/Family Nights			
Lead Person/Position		Year of Training	
Emma Cussins/Title one tutor		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Annual CHIPS/Riverview IU 6: Help for Hearing Loss Boosts Academics			
Lead Person/Position		Year of Training	
Teacher of Hearing Impaired/IU6 Personnel		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Parents

Description of Training			
Annual CHIPS/Riverview IU 6: Help for Hearing Loss Boosts Academics			
Lead Person/Position		Year of Training	
Teacher of Hearing Impaired/IU6 Personnel		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Parents

Description of Training	
Annual Open House, School Climate, Resources for Parents	
Lead Person/Position	Year of Training

Deb Arner and Staci Blair/Principals		2023-24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	1	District	Parents

<b>Description of Training</b>			
Annual Open House, School Climate, Resources for Parents			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Deb Arner and Staci Blair/Principals		2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	1	District	Parents

### IEP Development

<b>Description of Training</b>			
The Essentials of IEP Writing/ Online courses			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Cecil Crouch/ Content Contact		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District Intermediate Unit PaTTAN Other	Special Education Teachers

<b>Description of Training</b>			
IEP Transitions/ Annual Fall meetings			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Peggy Butler/ Special Education Coordinator		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

1	1	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers
---	---	-------------------	---

<b>Description of Training</b>			
IEP Legal updates			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jennifer Gornal/Attorney		2023-24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
IEP Transitions/ Annual Fall meetings			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Peggy Butler/ Special Education Coordinator		2023-24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
IEP Transitions/ Annual Fall meetings			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Peggy Butler/ Special Education Coordinator		2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

1	1	District	General Education Teachers Paraprofessionals Special Education Teachers
---	---	----------	---

<b>Description of Training</b>			
Writing Legally Defensible IEPs			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jennifer Gornal/Attorney		2023-24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Special Education Teachers

## Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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.

Superintendent/Chief Executive Officer

Date

