

Profile and Plan Essentials

LEA Name		AUN	
Forest Area SD		106272003	
Address 1			
22318 Route 62, Box 16			
Address 2			
City	State	Zip	
Tionesta	PA	16353	
Director of Special Education Name			
Heather Stover			
Director of Special Education Email			
hstover@forestareaschools.org			
Director of Special Education Phone Number		Director of Special Education Ext	
814-755-3302		1502	
Chief Administrator Name			
Mrs Amanda E Hetrick			
Chief Administrator Email			
ahetrick@forestareaschools.org			

Special Education Students

Total Number of Students Receiving Special Education 75

School District Total Student Enrollment 327

Percent of Students Receiving Special Education 22.9

Steering Committee

Name	Position/Role	Building	Email
Amanda Hetrick	Superintendent	Forest Area SD	ahetrick@forestareaschools.org
Debra Arner	Building Principal	Forest Area SD	darner@forestareaschools.org
Elisha Pospisil	Director of Curriculum	Forest Area SD	epospisil@forestareaschools.org
Amy Beers	Building Principal	Forest Area SD	abeers@forestareaschools.org
Heather Stover	Director of Special Education	Forest Area SD	hstover@forestareaschools.org
Donna Calla	Board Member	Forest Area SD	dcalla@forestareaschools.org
Tim Carll	Board Member	Forest Area SD	tim.carll@forestareaschools.org
Amanda Hillard	Parent	West Forest El Sch	ahillard@forestareaschools.org
Kristen Glass	Parent	East Forest El Sch	kglass@forestareaschools.org
Valerie Watson	Special Education Teacher	West Forest JSHS	vwatson@forestareaschools.org
Emma Cussins	Special Education Teacher	East Forest El Sch	ecussins@forestareaschools.org
Diane Weckerly	Other	Forest Area SD	dweckerly@forestareaschools.org
Brittany Pasinski	Other	Forest Area SD	bpasinski@forestareaschools.org
John Wortman	General Education Teacher	West Forest JSHS	jwortman@forestareaschools.org
Holly Jaquay	General Education Teacher	West Forest El Sch	hjaquay@forestareaschools.org
Brad Roth	General Education Teacher	East Forest El Sch	broth@forestareaschools.org
Jon Schickler	Other	East Forest JSHS	jschickler@forestareaschools.org
Chris Pappas	General Education Teacher	East Forest El Sch	cpappas@forestareaschools.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
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Non-Resident Students Oversight

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

No

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 the host district, Forest Area School District would be responsible to ensure 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 the 1306 facility. Upon a student's arrival to the 1306 facility, the facility shall notify the special education supervisor at Forest Area School District within one (1) school day. The 1306 facility and the special education supervisor then begin the process of obtaining the special education documents for the student from their previous district(s) of enrollment. 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 is residing at the 1306 facility. After the paperwork is reviewed, the special education supervisor will determine the start date for the student, not to exceed five (5) school days. During the first five (5) school days following enrollment, a designated employee will administer the Kaufman Test of Educational Achievement, Brief Form to ascertain current achievement levels. An IEP meeting will take place within ten (10) school days after the student begins his/her education. It is the responsibility of Forest Area School District to notify the student's resident school district, through written notice, of any IEP meetings. The FASD special education supervisor has the responsibility of attending IEP meetings on-site or virtually at the facility in order to ensure that students are being educated in the least restrictive environment. This allows the district to monitor the appropriateness of the IEP goals and level of service being provided. The special education supervisor will request he/she be included in all Treatment Plan Meetings, IEP meetings, and any other meetings for the student(s) during their 1306 placement. The FASD will ensure FAPE is offered to each student identified with a disability in accordance with the IEP. The FASD special education supervisor and the 1306 facility shall converse at least every other week in monitoring students who are residing at the facility.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

When a student arrives at the 1306 facility, an identified individual employed by the 1306 facility shall complete the NOTIFICATION OF ADMISSION TO FACILITY OR INSTITUTION AND SCHOOL ENROLLMENT form and send it to the Forest Area SD Superintendent, Special Education Supervisor, and the Coordinator of Administrative Support Services. The Coordinator of Administrative Support Services will then complete a 4605 form and inform the 1306 facility, Superintendent, and the Special Education Supervisor when the home district acknowledges the student. The Coordinator of Administrative Support Services and the Special Education supervisor will contact the prior district and district of residency, if different, to retrieve educational records. Upon receipt and review of school records, the special education supervisor and school counselor will complete a graduation plan that lists all classes previously completed and the classes the student will take in an effort to keep the student on track to graduate when they return to their resident school district. It is the responsibility of Forest Area School District to notify the student's resident school district, through written notice, of any IEP meetings so a representative has the opportunity to participate. Once a student is discharged from the program, the 1306 facility shall notify the Forest Area SD Superintendent, Special Education Supervisor, and the Coordinator of Administrative Support Services. Once it is known where the student is discharged, records shall be sent by the special education office.

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 most recent data for Least Restrictive Environment. Highlight areas of improvement.

The 2024 December 1 child count indicates 84.06% of FASD students within the district receiving special education support and services attend the regular education setting for 80% or more of the school day. 15.94% of FASD students receiving special education supports and services attend the regular education setting at least 40% but less than 80% of the school day. The percentage of students accessing special education programming outside of FASD as of 12/1/24 was 6.76%. At that time, five (5) students were accessing special education programming outside FASD based on IEP team recommendations. FASD continues to exhaust every traditional and creative means within the district prior to considering an out of district placement. The district has applied to the PaTTAN Autism Initiative Program for the 2025-26 school year in an effort to further develop existing special education programming at West Forest Elementary School. Based on the 2024 December 1 Child Count, the Forest Area School District had 74 students identified as receiving special education programming, or 22.7% total special education enrollment. Based on the Special Education Data Report for the 2023-24 school year, this is a decrease of .6%. In comparison to the state average, the district falls above the state average of 20.1%. The district also fell above the state average in the identification of the following disability categories: Other Health Impairment (23.2% versus state 18.3%), Specific Learning Disability (39.0% versus state 37.6%); and Speech or Language Impairment (14.6% versus 13.9%). Student enrollment in the FASD continues to decline. When comparing student enrollment for the 2024-25 school year to the 2023-24 school year, student enrollment declined by 11.4%. Of those students who transferred out of the district, 19% were identified as receiving special education supports and services. The district makes every effort to implement targeted interventions through child study before identifying a student for special education programming, including but not limited to Title, tutoring, lunch bunch, and referrals to the student assistance program.

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?

The district utilizes a multi-tiered system of supports (MTSS) framework. This framework emphasizes proactive, preventative, and responsive strategies to ensure every student thrives academically and socially/emotionally. A school climate survey is completed by parents, students, and staff yearly. The survey results assist the district in identifying areas of concern/need, which allows for informed decision making in relation to resources and professional development. Universal supports for all students include inclusion, differentiation, project-based learning, alternative response modes, and Promoting Alternative Thinking Strategies (PATHS) curriculum. In addition, FASD implements Positive Behavior Interventions and supports such as Bucket Fillers (incentives), Star Fish programming, Emozi, and Squabbles(curriculum). District teachers and staff are provided trauma-informed care, as well. The district actively searches for opportunities for presenters to address students and staff. During the 2024-2025 school year, presentations focused on resiliency, mental well being, substance abuse prevention, and mental health awareness. These presentations allowed students to participate in a variety of activities. District staff utilize resources following a presentation by Brooks Gibbs. The elementary school counselor holds sessions with all elementary students addressing problem solving, dealing with conflict, expressing emotions and building self-confidence and independence at least twice a month. The PATHS social emotional learning curriculum is utilized in grades Pre-K through sixth grade by both the classroom teachers and counselors. When academic and/or behavioral concerns surface, a referral to the Child Study Team (CST) is made. The CST is scheduled to convene four (4) times throughout the school year. However, the team can convene more frequently as dictated by student need. Members of the CST work collaboratively with the child's parent/guardian to identify targeted interventions based on the student's specific need(s). Targeted interventions could include a referral to the Student Assistance Program (eSAP/SAP), in-school tutoring, individualized behavior contracts, and/or a referral for school social work services. Students referred to the CST are monitored by members of the CST to determine whether targeted interventions are effective. 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. 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 or referred to an out of school program. The district's social worker facilitates a grandparent support group. The group meets A grandparent is listed as the primary caregiver for approximately 5% of the district's student population. During the 2023-24 school year, the group convened in-person on a monthly basis. This year the group is alternating between in-person meetings and newsletters. Individual support and assistance from the school social worker is available as requested. The group provides participants with the opportunity to network with a peer group of shared experiences, connect to individualized support, provision resources, connect to community support, connect to social services in the community, provide assistance in accessing resources, and education on relevant topics to raise awareness of issues students face today.

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

The district participates in research-based interventions such as the MTSS system which is implemented through building level child study teams. The focus on the use of a MTSS approach at the elementary and middle school levels has allowed struggling students to receive assistance instead of immediate identification for special education. This approach delays the onset of identification and increases overall student inclusion in the traditional school environment. The district uses the new teacher induction program, Act 80, and in-service days to provide focused training for both certificated and non-certificated staff. In the district's efforts to maximize the Least Restrictive Environment (LRE) for its students, district staff engage in several professional development activities, including Structured Literacy and HMH Into Reading. Grades K-8 are utilizing instructional resources that include intervention options to assist struggling learner. Additional interventions include: Intensive reading Corrective Reading 80 minute blocks ELA and Math Grades K-6 Math Lab (Grades 7 and 8) Supplementary Aids and Service - Additional adult support/paraprofessional CDTs, Study Island, Acadience, Phonics for Reading, and Dibels Resource period grades 7-12 Mobi Max - Math Get More Math (Grades 3 and up) In addition, the district currently employs two tutors that deliver tier II supports and aid in the creation of interventions delivered in the general education setting. All teachers in grades K-12 participate in special education training during set professional development days. These trainings have focused on specially designed instruction and supplementary aids and services. The district does not have any students identified as twice exceptional at this time. The gifted support teacher and/or special education supervisor have/has participated in the following professional development this school year to ensure the district is prepared to meet the needs of a student if identified as twice exceptional. Activities include participation in a gifted bootcamp, GIEP Goal Writing workshop IU6, and enrollment in a PLUG cohort. The district has also implemented a universal screener at grades 3 and 5 this school year. This screener will assist the district with educational planning and the identification of resources. When issues surface, the district provides faculty and staff with the ability to attend professional development workshops and seminars outside the district or at the intermediate unit. All of these approaches are scheduled and based upon identified student, faculty, staff, and administrative needs.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

The FASD is committed to ensure that all students, regardless of their disability, have the opportunities to participate in extracurricular activities. Staff contacts and encourages families and works with students to ensure maximum participation in extracurricular activities. Through the use of the IEP team, members discuss supplementary aids and services that are required to be put into place to ensure this participation. SAS may include, not limited to, transportation, PCA services, adapted equipment, assistive devices, staff training, and accessibility accommodations. In addition, the district has begun the process of implementing Act 86 of 2016.

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?**

There are limited out-of district placement facilities within reasonable distance from the Forest Area School District. At this time, FASD does not have any students placed in private institutions. Information related to district events is available on the district website, Remind app, and social media. Placements that have been made either by the court or outside agency have not been in any institution within reasonable distance to participate in extracurricular activities.

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)**

The Forest Area School District currently supports the following programs: Learning Support (K-12), Autism Support (K-4), and Speech and Language Support (K-12). The FASD submitted an application for PaTTAN Autism Initiative in an effort to continue the development of our elementary program located at West Forest Elementary School. The district works collaboratively with the local Intermediate Unit to ensure vision and hearing impaired services, orientation and mobility, occupational and physical therapies are provided to our students as needed. Service agreements have been established with neighboring school districts and the local Intermediate Unit for emotional support and life skills programming in grades K-12. The district does not currently offer either of these programs due to the very small student population that requires this type of support based on identified needs.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Titusville Area School District/Main Street Elementary School	Other	Public School	Titusville Area School District	Life Skills Support	1
Clarion Area School District/Clarion-Limestone Elementary	Other	Public School	Riverview Intermediate Unit #6	Emotional Support	1
Warren County School District/ Warren Area High School	Other	Public School	Warren County School District	Life Skills Support	1
Titusville Area School District/ Hydetown Elementary	Other	Public School	Titusville Area School District	Learning Support	1
North Clarion School District/ North Clarion High School	Other	Public School	Riverview Intermediate Unit #6	Emotional Support	1

Positive Behavior Support

Date of Approval

2024-11-20

Uploaded Files

Policy 113.2.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. Any student can be referred to the eSAP/SAP team by self, teacher, classmate, or guardian. The SAP and ESAP teams meet to review data and ensure student progress. This data focuses on reviewing student data and discussing appropriate interventions needed for all students. 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 problem-solving, executive functioning, social skills, and self-regulation. The district is aware of 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 paraprofessionals 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. The district hired a full-time special education supervisor on July 1, 2024 who was also trained as an Ukeru trainer for the district in August 2024. Access to the district's Ukeru trainers ensures that the staff have access to regular coaching, debriefing, and annual recertification in Ukeru. In addition, each building has a team certified in Crisis Prevention Intervention (CPI). 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.

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.

Training provided to district staff on the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention include: Crisis Prevention Intervention (CPI) Situational Awareness Ukeru: A trauma-informed and restraint free approach De-escalation Strategies MTSS Implementing Positive Behavior Support Plans

3. Describe the district positive school wide support programs.

Tier I Positive School Culture programs and reinforcers 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. Gibbs' Lessons Starfish Buddies Bucket Fillers "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. School-wide dress up days according to themes/activities like Read Across America and Red-Ribbon Week. Random Acts of Kindness day/week

Positive statements- encouragements posted daily or announced Positive communication with parents and students (locker signs, messages through Remind, emails, postcards) Tier II Squabbles and other Brooks Gibbs resources Everyday Speech 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. Other tier II interventions include Visual Schedules, First/Then, When/Then, "Get Ready, Do, Done" schedules; Star Charts, and 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 III 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. District policy 113.2 adopted on 12/18/2002 and revised on 11/20/2024 states 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.

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

SAP and eSAP Two (2) school counselors: 1 elementary and 1 secondary One (1) school social work IU6 consultation for FBA's and high risk students School-based med management School-based outpatient (currently unstaffed by outside provider) Services include: Individual sessions, groups, referrals to various levels of mental health services, suicide screenings, behavioral threat assessments, collaboration and coordination with mobile crisis, crisis intervention deescalation, re-entry planning from in-patient and partial hospitalization In addition to school based services, the district collaborates with the county CYS and Probation to address truancy and support access to Mental Health services.

5. Describe the district restraint procedure.

FASD PHYSICAL RESTRAINT POLICY: Forest Area School District Policy #113.2 adopted on 12/18/2002 and revised on 11/20/2024 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. The district continues its commitment to utilize Ukeru in an effort to decrease the need for physical intervention. Ukeru is a restraint-free trauma-informed model for de-escalation. Recertifications are provided annually to paraprofessionals, school counselors, principals, and lead teachers. The district added a second district trainer in August 2024. 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. Both district Ukeru trainers are recertified annually, as well. The 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. 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. De-escalation techniques are a high priority focused area in each training. All Chapter 14 regulations (14.133) are followed. For the 2024-25 school year neither West Forest or East Forest staff have been required to physically intervene as a last resort. In the event of a student receiving physical restraint, the following procedure is in place. [1] The Special Education Supervisor 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. 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. 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. 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.

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.

The Forest Area School District does not have any students placed on Instruction Conducted in the Home or who have waited more than 30 days for placement. The Forest Area School District offers a continuum of services to ensure FAPE. If the district does experience difficulty providing FAPE for any student eligible for special education support, the IEP team would need to reconvene to discuss the student's current educational needs. This would include a review of existing data. If necessary and appropriate, the district will conduct a multi-disciplinary reevaluation. When current information is available, the IEP Team would reconvene to discuss programming options for the student. The options considered first by the Team are placement options within the school district along with the supplemental aids and services the student needs to experience success. In most cases, students' needs can be met in our programs within the district. If at some point there are problems in this regard, the district will seek assistance which may include but is not limited to; neighboring districts, PaTTAN or IU6.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AO Learning Support 1	Elementary	Full-time (1.0)	03/03/2025 02:51 PM

Building Name		
West Forest El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 12
Age Range Justification		FTE %
		0.06

Building Name		
West Forest El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 12
Age Range Justification		FTE %
		0.1

Building Name		
West Forest JSHS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JF 1.0	Elementary	Full-time (1.0)	03/03/2025 02:55 PM

Building Name		
West Forest El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.02

Building Name		
West Forest El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EC Learning Support 5	Elementary	Part-time (0.5)	03/03/2025 03:02 PM

Building Name		
East Forest El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
The age range students in the special education class may vary more than three years due to the nature of the class sizes (which are very small) and staffing at Forest Area School District.		0.1

Building Name
East Forest El Sch
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KG Learning Support 3	Secondary	Full-time (1.0)	03/03/2025 02:02 PM

Building Name		
East Forest JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
The age range may exceed 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.		0.2

Building Name		
East Forest JSHS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	
School District	Secondary	
Age Range Justification		FTE %
The age range may exceed 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.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hearing support IU 6	Elementary	Full-time (1.0)	03/03/2025 03:16 PM

Building Name		
East Forest El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 5
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP1	Multiple	Part-time (0.5)	03/03/2025 02:39 PM

Building Name		
East Forest El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.11

Building Name		
West Forest El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students are grouped for speech services at this building according to grade level and disability category. Each group is seen separately; the ages within groups do not exceed 3 years.		0.11

Building Name		
East Forest El Sch		

Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 5
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU Emotional Support 2	Secondary	Full-time (1.0)	03/03/2025 01:33 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
VW Learning Support 6	Secondary	Full-time (1.0)	03/03/2025 03:14 PM

Building Name		
West Forest JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
The age range for a student attending the special education class may vary more than 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.		0.24

Building Name		
West Forest JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The age range for a student attending the special education class may vary more than 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.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SB Learning Support 4	Elementary	Part-time (0.5)	03/03/2025 03:09 PM

Building Name		
West Forest El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.08

Building Name		
West Forest El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.05

Special Education Facilities

Building Name		Room #
East Forest El Sch		14a
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 20 feet, 0 inches	360sqft	12
Implementation Date		
2022-05-25		
Uploaded Files		
speechroomeast.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	
The location of the class has been maintained for at least 3 school years.	Yes	

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

2Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
West Forest El Sch		111
School Building		Building Description
		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		

3Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
East Forest El Sch		27
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

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

Uploaded Files
West Speech Room 105.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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
West Forest El Sch		211
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 18 feet, 0 inches	432sqft	15
Implementation Date		
2022-05-25		
Uploaded Files		
Beary211West.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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
West Forest JSHS		126
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-05-25		
Uploaded Files		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
East Forest JSHS		5
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30

Implementation Date
2022-05-25
Uploaded Files
room 5 at East_e7c2be91.jpg

8Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Special Education Support Services

9Special 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	1.75	Secondary	District
Paraprofessionals	7.25	Elementary	District
Other	1	District Wide	Contractor
Other	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism Initiative Training			
Lead Person/Position		Year of Training	
Heather Stover / Special Education Supervisor		2025	
Hours Per Training	Number of Sessions	Provider	Audience
18	1	PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Augmentative and alternative communication (AAC) devices			
Lead Person/Position		Year of Training	
LuEllen Gibbons/SLP		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Augmentative and alternative communication (AAC) devices			
Lead Person/Position		Year of Training	
LuEllen Gibbons/SLP		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Paraprofessionals Special Education Teachers

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Description of Training			
Augmentative and alternative communication (AAC) devices			
Lead Person/Position		Year of Training	
LuEllen Gibbons		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Augmentative and alternative communication (AAC) devices			
Lead Person/Position		Year of Training	
LuEllen Gibbons/SLP		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training	
De-escalation Strategies	
Lead Person/Position	Year of Training
Heather Stover/ Special Education Supervisor	2025

Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Ukeru			
Lead Person/Position		Year of Training	
Diane Weckerly/ School Social Worker		2025	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Crisis Prevention Intervention			
Lead Person/Position		Year of Training	
Joni Sharrow/ IU6		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers Other

Description of Training			
Ukeru			
Lead Person/Position		Year of Training	
Diane Weckerly/School Social Worker		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Ukeru			
Lead Person/Position		Year of Training	
Diane Weckerly/School Social Worker		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Ukeru			
Lead Person/Position		Year of Training	
Diane Weckerly/School Social Worker		2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators General Education Teachers

			Paraprofessionals Special Education Teachers Other
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Description of Training			
Crisis Prevention Intervention			
Lead Person/Position		Year of Training	
Joni Sharrow / IU 6		2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Paraprofessional

Description of Training			
Augmentative and alternative communication (AAC) devices			
Lead Person/Position		Year of Training	
LuEllen Gibbons/SLP		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Description of Training	
Annual Ukeru recertification/training	
Lead Person/Position	Year of Training
Diane Weckerly/Social Worker	2025

		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Paraprofessionals

Description of Training			
Annual Mandated Reporter Training			
Lead Person/Position		Year of Training	
Elisha Pospisil/Curriculum Director		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Other	Paraprofessionals

Description of Training			
Student Engagement and Rapport			
Lead Person/Position		Year of Training	
Heather Stover/Special Education Supervisor		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals

Description of Training			
Progress monitoring / data collection			

Lead Person/Position		Year of Training	
Heather Stover/Special Education Supervisor		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Paraprofessionals

Description of Training			
Chapter 14 Eligibility categories			
Lead Person/Position		Year of Training	
Heather Stover		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	7	District	Paraprofessionals

Description of Training			
SDI and SAS			
Lead Person/Position		Year of Training	
Heather Stover/Special Education Supervisor		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Paraprofessionals

Description of Training			
Augmentative and alternative communication (AAC) devices			
Lead Person/Position		Year of Training	
LuEllen Gibbons/SLP		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Transition

Description of Training			
Indicator 13			
Lead Person/Position		Year of Training	
Amy Smith/IU6		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Special Education Teachers Other

Science of Literacy

Description of Training			
Structured Literacy			
Lead Person/Position		Year of Training	
Emma Cussins / District coach		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers

			Special Education Teachers
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Description of Training			
SRA Corrective Reading			
Lead Person/Position		Year of Training	
Heather Stover/Special Education Supervisor		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Special Education Teachers

Parent Training

Description of Training			
The evaluation process			
Lead Person/Position		Year of Training	
Heather Stover/Special Education Supervisor		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Parts of an IEP			
Lead Person/Position		Year of Training	
Heather Stover/Special Education Supervisor		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
Augmentative and alternative communication (AAC) devices			
Lead Person/Position		Year of Training	
LuEllen Gibbons		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Augmentative and alternative communication (AAC) devices			
Lead Person/Position		Year of Training	
LuEllen Gibbons/SLP		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Parts of the IEP			
Lead Person/Position		Year of Training	
Heather Stover/Special Education Supervisor		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
The Evaluation Process			

Lead Person/Position		Year of Training	
Heather Stover/Special Education Supervisor		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

IEP Development

Description of Training			
Components of an IEP			
Lead Person/Position		Year of Training	
Heather Stover/ Special Education Supervisor		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District	Special Education Teachers

Description of Training			
IEP Transitions/ Annual Fall meetings			
Lead Person/Position		Year of Training	
Heather Stover/ Special Education Supervisor		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	General Education Teachers Paraprofessionals Special Education Teachers

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Description of Training			
Writing Legally Defensible IEPs			
Lead Person/Position		Year of Training	
Jennifer Gornal/Attorney		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Providing Teacher input			
Lead Person/Position		Year of Training	
Heather Stover / Special Education Supervisor		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	General Education Teachers Paraprofessionals Special Education Teachers Other

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

