

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 58

Total Student Enrollment 353

Percent of Special Education Students 16.4

Steering Committee

Name	Position/Role	Building	Email
Maria Scott-Bollman	Superintendent	Forbes Road SD	msbollman@frsd.info
Laurel Keegan	Director of Special Education	Forbes Road SD	lkeegan@frsd.info
Shawna Angelo	Special Education Teacher	Forbes Road El Sch	sangelo@frsd.info
Randy Gelvin	Building Principal	Forbes Road JSHS	rgelvin@frsd.info
Sharon Bakner	General Education Teacher	Forbes Road El Sch	sbakner@frsd.info
Ashley Heinbaugh	Parent	Forbes Road El Sch	ashleyheinbaugh82@gmail.com
Kathy Baker	Board Member	Forbes Road SD	kbaker@frsd.info

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

Both Models (only if state approved)

Building Name	AUN	Branch Number	RTI	Approved RTI Use
Forbes Road El Sch	111292304	6840	Reading	x

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?

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.)

Forbes Road School District does not host a 1306 facility. In the event that a facility would locate within the District, Forbes Road will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Students in Non-Educational Placements 22 PA. Code Section 14.102. Any barriers would be addressed through continued collaborative efforts between the District and 1306 facilities to ensure child find and provision of FAPE for students with disabilities (e.g. improve communications and networking with outside agencies/programs, interagency collaboration, etc.).

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
The Forbes Road School District strives to include all team members involved in every student's education. The team members are invited to each IEP meeting and are provided copies regardless of their ability to attend. Frequent communication occurs through progress reports and monitoring. Additionally, outside agency support personnel are invited as they often continue to support the student during and after the transition.

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).
There are no prison facilities within the Forbes Road School District. The Forbes Road School District ensures FAPE to each student who is eligible for special education within a correctional facility. The district attends all special education meetings of all incarcerated students. The representative attends Evaluation Report (ER), Individual Educational Plan (IEP) meetings, and progress on these students. The district keeps in contact with the facility where the students are incarcerated. The district tracks students' location, attendance, and progress through weekly/monthly correspondence. The Forbes Road School District works with Bedford County Prison and incarcerated students. The procedure for the incarceration of a student involves a representative from intermediate unit #8. The prison follows a process whenever a person is under 21. The method for the imprisonment of a student consists of the representative from intermediate unit #8. Upon admittance into the prison, the prisoner completes an intake survey to determine the person's educational needs. The Forbes Road School District works with a representative from the intermediate unit #8. The home district is allowed to supply the services. If the home district cannot provide the services, the services are provided by the intermediate unit. The home district is always invited to schedule ER and IEP meetings. Intermediate Unit #8 always sends quarterly reports to the home district.

Least Restrictive Environment

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

Forbes Road School District educates children in regular education to the maximum extent appropriate for each student under sections §§300.115 through 300.120. The Least Restrictive Environment (LRE) is determined by the Individualized Education Program (IEP) team and the present levels of performance. The Forbes Road School District provides a continuum of services and support options for students with disabilities. The continuum of services is specific and dictated by the child's needs moving from a least restrictive to a more restrictive environment. The placement is always the least restrictive environment first. Supplemental aids and services are provided according to the students' needs and identified in the individualized educational plan to support meaningful educational benefits while remaining in the least restrictive environment. Co-teaching is utilized to make the regular education curriculum available to all students in the regular education classroom. Special Education and Regular Education teachers are provided time during the school day to meet and discuss progress, and lesson planning. LRE is evident in the implementation of the MTSS model and the SLD determination method of identification. For the students educated outside the Forbes Road School District, the IEP team determined the most appropriate placement for each student. According to the most recent State Performance Plan (SPP) and based on Special Education Data Report (SEDR), the district has exceeded the least restrictive environment state average. Indicator 5, Educational Environments, reports the district's percentage of 85.2% of special education students are educated in the least restrictive environment compared to the state average of 61.5%.

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 Forbes Road School District uses a positive behavioral support approach to addressing the behavioral, social, and emotional functioning of students, focusing on developing a positive school environment. The approaches present a safe, respectful, and responsible environment for all grade levels. The policy of the Forbes Road District is to adhere to the special education regulations delineated in 22 PA code chapter 14 as amended and effective in 2008. These regulations require that behavior support programs and plans for students with disabilities are based on functional behavior assessment (FBA). Permission from a parent/guardian is obtained to conduct the FBA, and the IEP team develops the positive behavior support plan for the student. The positive support plan includes a variety of techniques to develop and maintain skills to enhance student learning. Promoting success through social-emotional skill acquisition, coordinated efforts, academic and life success built on student strengths, positive relationships, student input, problem-solving, and student-centered. The paraprofessional staff helps students remain in the regular education classroom even when their behaviors and or skills deficits are significant. The IEP team determines the level of support needed for the student. The Forbes Road School collaborates and receives guidance from school-based mental health, counselors, counseling programs, coordinated mental health-related services and Check and Connect. The Intermediate Unit provides guidance on behavioral interventions and access to social workers.

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 academic programming and training Forbes Road School District utilizes to ensure meaningful participation of students with disabilities in the general education curriculum is through professional development in research-based intervention programs such as the Multi-Tiered System of Supports (MTSS) framework. The goal of MTSS is to intervene early and target support for struggling students. TIU and PaTTAN provided guidance and training, assisted with implementing MTSS and AIMSweb Plus progress monitoring, and have assisted in providing

interventions that are applied and implemented with integrity. PaTTAN has provided trained on a reading curriculum geared towards interventions. New teachers complete a teacher induction program and are assigned a mentor. Paraprofessionals must complete 20 hours of professional development each year, for the three-year plan, and records are maintained to verify participation. Professional development is offered through in-service and Act 80 days, teacher induction, and special education topics, including co-teaching, inclusion, classroom management, and interventions. The TIU TAC team also provides support and training both in-person and virtually. FRSD utilizes IU behavior Specialists and Crisis Prevention Institute (CPI) training. In addition, the Director of Special Education attends monthly meetings with the local Intermediate Unit and the annual conference offered through PDE to keep abreast of current evidence-based models and practices and discuss successful programs, services, and options with colleagues. The Director of Special Education and special education teachers work closely with the regular education teachers to ensure student success.

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

Forbes Road School District utilizes a variety of supplementary supports, aids, and services based on individual student needs as determined by the IEP team. Supplementary aids and services are provided to all students who need them and are designed to provide meaningful educational benefit. Students are to be able to participate in extracurricular activities with assistive communication devices and accessibility accommodations. Additional supplementary aids and services include collaboration between IEP team members, modified curriculum, assistive technology, adaptive equipment, sensory supports, social and emotional instruction, individualized behavior supports, and environmental adaptations.

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?

Forbes Road School District has a very low number of students placed in private institutions. Placements are based on the continuum of special education services to meet the student's needs and on the nature and severity of the disability; When the student's needs can not be met in the regular education classroom with accommodations and modifications to the learning environment. The IEP team determines the most appropriate placements. The district utilizes a variety of supplemental aids and services based on individual needs as determined by the IEP team. In some cases, students are placed in outside institutions through an outside agency. Based on school policy and administrative regulations, all students eligible for extracurricular activities can participate and are provided support. These supports include collaboration, paraprofessional supports, adaptive equipment, assistive technology, sensory supports, individualized behavior plans, and environmental adaptations. Students are notified through the district website, newsletters, emailing, and have the opportunity to sign up and 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 Forbes Road School District desires to continue to expand the life skills program. The district has expanded services to include Occupational Therapy (OT) area by adding an OT sensory class over the past year and building pre-referral interventions in these OT areas (in particular with kindergarten and first grade writing and fine motor areas). Student educational needs drive and disability numbers indicate the need to continually assess whether programs need to be added in autism and emotional support. The district continues to contract a school psychologist. The IU provides all related services such as speech and language, OT, PT, Visual therapy, and hearing therapists. An additional

need becoming increasingly apparent is a lack of available special education teachers and paraprofessionals. The district continues to make all reasonable efforts to advertise for and acquire certified/trained special education teachers and support staff. Due to the rural location of Forbes Road School District, it continues to utilize the intermediate unit and community resources to locate programs and provide a continuum of services.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Merakey	Approved Private School (APS)		Private academic school	Emotional Support	2
Merakey	Approved Private School (APS)		Private academic school	Autistic Support	1
Extended Family Programs	Approved Private School (APS)		Intermediate Unit 08	Emotional Support	3
Hoffman Homes	Approved Private School (APS)		Agency	Emotional Support	1
Harborcreek Youth Services	Approved Private School (APS)		Agency	Emotional Support	1

Positive Behavior Support

Date of Approval
2020-12-07

Uploaded Files
BoardDocs® PL.pdf

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

The Forbes Road School District adheres to the special education regulations delineated in the 22 Pa Code Chapter 14 as amended and effective in 2008. The basis of behavioral support programs in which positive rather than negative measures form the plans and ensure that all students shall be free from demeaning treatment, aversive techniques, and unreasonable use of restraint. Administration, teachers, and staff are trained in positive behavioral supports and CPI Non-Violent Crisis Intervention for all grades K-12 annually. Restraints are only conducted after less restrictive, and de-escalation techniques have been utilized and are considered the last resort. The Forbes Road School District is committed to supporting students with social/emotional and behavioral needs in the least restrictive environment. The student shall only be placed in other settings other than regular education classes when the nature or severity of the student's disability is such that education in the regular education class with the use of supplementary aids cannot be achieved satisfactorily and cannot meet the student's needs. The regulations require that behavior support programs and plans are based on a functional behavioral assessment (FBA). After parental/guardian permission is obtained, an FBA is completed, and the IEP team develops a positive behavior plan and the level of needed support. The positive support plan includes a variety of techniques to develop and maintain skills to enhance student learning. Positive measures such as effective use of attention, consistency, incentives, etc., are utilized rather than punitive and negative measures. Positive techniques are used to modify and shape behavior. The social/emotional needs of the students are met through counseling and a positive behavior support plan implemented. The identification, evaluation, and plan or program are conducted and implemented following state and federal laws and regulations. Counseling and mental health are provided to students through social workers, school counselors, contracted counseling services, and the IU training to assist with behaviors and de-escalation techniques. The district promotes success through social-emotional skill acquisition, built on student strengths, student input, and problem-solving. The student is monitored, and if the behavior plan is not successful in the targeted behaviors, then IEP reconvenes and adjustments are made to the behavior plan to be more appropriate for the student. Students who may need more support are then referred to an outside agency/facility.

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 staff to use positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention are Crisis Prevention Intervention (CPI). CPI trains individuals to use a non-violent crisis intervention that trains staff to respond in a non-threatening manner, focusing on evidence-based techniques to de-escalate appropriately with restrictive and non-restrictive interventions. CPI includes recognizing the stages of an escalating crisis and learning evidence-based techniques to de-escalate appropriately. Administrators, Teachers, Paraprofessionals, and staff are trained annually on determining decision-making skills to match the level of the

response to the risk of the crisis, focusing on the least-restrictive response to ensure the Care, Welfare, Safety, and Security of those in your care.

3. Describe the district positive school wide support programs.

The school district believes in positive behavior support programs that encourage each student in the district to strive to create a calm, respectful atmosphere. The school-wide support program is individually based in each classroom, to meet the needs of students within each class. Teachers set classroom norms and standards, and through classroom instruction and lessons help students gain and understand appropriate behaviors through tangible rewards systems. Each classroom has tiers that help students understand the consequences of behavior and referral systems to behavior modification and more extensive programming dependent on the student need and population.

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

The district works closely with various behavioral health agencies in the community and surrounding areas through collaboration and partnerships. The district uses organizations such as True North, SAP (Healthy Community Partnerships in Chambersburg), and internal resources of the school guidance counselor. The Fulton County Partnership is a resource for particular family/student needs. Additional resources for students occur during school hours such as School Success. The district has access to small groups that can be offered to students. These agencies support and help the district maintain the continuity and fidelity of services. These services allow students to receive counseling during the school day to help support a student's behavioral and mental well-being. Collaboration occurs in student team development of plans and offers guidance to student teams and parents for further services that may be needed outside of the school environment.

5. Describe the district restraint procedure.

The Forbes Road School District uses Crisis Prevention Institute (CPI). The district's restraint procedure is to follow the guidance of the CPI Nonviolent Crisis Intervention training program. If a restraint is conducted, CPI includes physical interventions and personal safety techniques designed to maximize the safety of all involved in a crisis. The protocol is to go from least restrictive measures to more restrictive ones. Least restrictive measures prove to be less effective than more restrictive. To respond to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students, or employees. A restraint is reported to the parent, and an IEP meeting is conducted within ten days.

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 Forbes Road School district is not having any difficulty providing free and appropriate education for all students in any specific disability category. A full continuum of services are available in conjunction with the local intermediate unit surrounding school districts and approved private educational facilities. The students' needs are addressed using district resources and school personnel. The students are periodically evaluated to verify they are demonstrating growth. Students who failed to show growth are in the category requiring further evaluation planning. The district will seek support and services outside of the district to address student needs that still exist. The Forbes Road District ensures that to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities are educated with nondisabled peers, and removal from the regular education environment occurs only at the nature severity of the disability is such that education regular education classes with supplementary aids services cannot be achieved satisfactorily. Any foreseeable difficulties include a rural location, consistently on curriculum, evaluating students at grade level, and socialization of students with peers.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Multiple	Part-time (0.5)	04/10/2022 09:10 AM

Building Name		
Forbes Road SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 12
Age Range Justification		FTE %
Grouping of students complies with age range requirements.		0.09

Building Name		
Forbes Road JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 14
Age Range Justification		FTE %
Grouping of students complies with age range requirements.		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Elementary	Full-time (1.0)	04/10/2022 09:11 AM

Building Name		
Forbes Road El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	14 to 14
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP.		0.12

Building Name		
Forbes Road El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic 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 %
Age range exception determined appropriate by the IEP team and justified in the IEP.		0.08

Building Name		
Forbes Road El Sch		

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP.		0.1

Building Name		
Forbes Road 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	7 to 12
Age Range Justification		FTE %
Age range exception determined appropriate by the IEP team and justified in the IEP.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Secondary	Full-time (1.0)	04/10/2022 09:11 AM

Building Name
Forbes Road JSHS
Support Type

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
Grouping of students complies with age range requirements.		0.04

Building Name		
Forbes Road 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	13 to 18
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Multiple	Full-time (1.0)	04/10/2022 08:49 AM

Building Name		
Forbes Road El Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.18

Building Name		
Forbes Road El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.08

Building Name		
Forbes Road 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	Secondary	11 to 15
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.08

Building Name		
Forbes Road 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	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Elementary	Full-time (1.0)	04/10/2022 08:42 AM

Building Name		
Forbes Road El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.12

Special Education Facilities

Building Name		Room #
Forbes Road El Sch		202
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 30 feet, 0 inches	780sqft	27
Implementation Date		
2022-04-11		
Uploaded Files		
Elem School Floor Plan.pdf		

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	

Building Name		Room #
Forbes Road El Sch		110
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 29 feet, 0 inches	928sqft	33
Implementation Date		
2022-04-11		
Uploaded Files		

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	

Building Name		Room #
Forbes Road El Sch		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 33 feet, 0 inches	825sqft	29
Implementation Date		
2022-04-11		
Uploaded Files		

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	

Building Name		Room #
Forbes Road JSHS		204
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
Implementation Date		
2022-04-11		
Uploaded Files		
HS Floor Plan.pdf		

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	

Building Name		Room #
Forbes Road JSHS		205
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 22 feet, 0 inches	396sqft	14
Implementation Date		
2022-04-11		
Uploaded Files		

5 Assurance Check

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

Building Name		Room #
Forbes Road El Sch		102
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 6 inches x 13 feet, 0 inches	201sqft	7
Implementation Date		
2022-04-11		
Uploaded Files		

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	

Special Education Support Services

7Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Physical Therapist	1	Elementary	Contractor
Occupational Therapist	1	District Wide	Contractor
Other	1 Vision Therapist	District Wide	Contractor
Other	1 Hearing Therapist	District Wide	Contractor
Social Worker	1	Elementary	Contractor
School Psychologist	1	District Wide	Contractor
Paraprofessionals	7	Elementary	District
Guidance Counselor	2	District Wide	District
Director of Special Education	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Program Development for Students with ASD: This course provides an overview of researched-based instructional strategies used to teach students with autism spectrum disorders. The course discusses interventions strategies for both the general and special education classroom.			
Lead Person/Position		Year of Training	
College Class/High School Special Education Teacher		2021	
Hours Per Training	Number of Sessions	Provider	Audience
90	8	Other	Building Administrators Special Education Teachers

Positive Behavior Support

Description of Training			
ABA Single Subject: Examine methods of behavioral assessment and techniques for conducting observational research. A variety of single subject research designs will be examined, with the strengths and weakness of each identified. Issues related to treatment fidelity, social validity, and ethical use of single subject research methodology			
Lead Person/Position		Year of Training	
College Class/High School Special Education Teacher		2020	
Hours Per Training	Number of Sessions	Provider	Audience
90	8	Other	Building Administrators Special Education Teachers

Description of Training			
Positive Classroom Interventions: This course addresses symptoms and behavior patterns that signal disturbances in the psychological functioning of the individual. It will also deal with the meaning of this behavior in a school setting, at home, and with peers.			
Lead Person/Position		Year of Training	
College Class/High School Special Education Teacher		2020	
Hours Per Training	Number of Sessions	Provider	Audience

90	8	PaTTAN Other	Building Administrators Special Education Teachers
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Paraprofessional

Description of Training			
Professional Online Training			
Lead Person/Position		Year of Training	
Instructor		3 year segment	
Hours Per Training	Number of Sessions	Provider	Audience
20 Hours annually	20	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
Transition Planning: an overview of interagency and community services and systems for adolescents and young adults with disabilities including an examination of relevant legislation and recommended practices related to person-centered transition planning including postsecondary education, employment, community participation and independent living.			
Lead Person/Position		Year of Training	
College Class		2020	
Hours Per Training	Number of Sessions	Provider	Audience
90	8	Other	Building Administrators Special Education Teachers

Description of Training			
Preparing a Cyclical Monitoring: A Focus on Secondary Transition and IEP Development: To meet accountability requirements under the IDEA Part B Performance Plans, specifically Indicator 13. Indicator 13 is one of the federal indicators that require states to collect data and send to OSEP, which determines if our programs are successful or if we are in need of corrective action.			
Lead Person/Position		Year of Training	
PaTTAN/Middle School Special Education Teacher		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	PaTTAN	Special Education Teachers

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience
		District	Special Education Teachers

Description of Training			
Transition: Important Leadership Skills for the Workplace – List of needed skills for success. How to build leadership skills and targeting specific needed individual skills for successful transition.			
Lead Person/Position		Year of Training	
Special Education Director		2021	
Hours Per Training	Number of Sessions	Provider	Audience
0	1	District	Special Education Teachers

Science of Literacy

Description of Training

Apprenticing English Learners into Conscious and Self-Directed Disciplinary Vocabulary Development: The presentation builds on sociocultural/ecological theory to present a robust model of vocabulary development with second language learners. It considers development as a process of apprenticeship where deliberately constructed student interaction around pivotal disciplinary themes triggers development.			
Lead Person/Position		Year of Training	
PaTTAN/Elementary Special Education Teacher		2020	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	PaTTAN	Special Education Teachers

Description of Training			
Quality Education for English Language Learners:50 Years of Development, Durable Ideas and Required Shifts: This presentation reviews key themes in the education of English Learners across the last half century. Theoretical understandings, their impact, permanence, and the need to restructure ideas and practices will be key components.			
Lead Person/Position		Year of Training	
PaTTAN/Elementary Special Education Teacher		2020	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	PaTTAN	Special Education Teachers

Description of Training			
Bridging the Gap to Reading Research to Science Practice Gap:			
Lead Person/Position		Year of Training	
PaTTAN/Elementary Special Education		2020	
Hours Per Training	Number of Sessions	Provider	Audience
5	1	PaTTAN	Special Education Teachers

Description of Training	
Formative Assessment in Reading and Mathematic for All Students including Diverse Learners	
Lead Person/Position	Year of Training
College Class/Life Skills Teacher	2020

Hours Per Training	Number of Sessions	Provider	Audience
90	12	District Other	

Parent Training

Description of Training			
What is Special Education?			
Lead Person/Position		Year of Training	
Special Education Director		2020	
Hours Per Training	Number of Sessions	Provider	Audience
0	1	District	Parents

Description of Training			
Transition To Adulthood...Who Can Help? A presentation designed for parents two review transition To adulthood.			
Lead Person/Position		Year of Training	
Special Education Director		2021	
Hours Per Training	Number of Sessions	Provider	Audience
0	1	District	Parents

IEP Development

Description of Training			
Writing Comprehensive Evaluation Reports When Using an RTI Approach for SLD Determination			
Lead Person/Position		Year of Training	
PaTTAN/Elementary and Middle School Special Education Teacher		2022	
Hours Per Training	Number of Sessions	Provider	Audience

3	1	PaTTAN	Special Education Teachers
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Description of Training			
The Essentials of IEP Writing			
Lead Person/Position		Year of Training	
PaTTAN		2022	
Hours Per Training	Number of Sessions	Provider	Audience
15	1 Self-Paced		Special Education Teachers

Description of Training			
Annotated IEP			
Lead Person/Position		Year of Training	
Special Education Director		2021	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Extended School Year: What are the determining factors in ESY eligibility?			
Lead Person/Position		Year of Training	
Special Education Director		2021	
Hours Per Training	Number of Sessions	Provider	Audience
0	1	District	Special Education Teachers

Description of Training	
COVID-19 Guidance on IEP's	
Lead Person/Position	Year of Training

Special Education Director		2021	
Hours Per Training	Number of Sessions	Provider	Audience
0	1	District	Special Education Teachers

Confidentiality

Description of Training			
Confidentiality: The workshop on confidentiality is designed to meet federal requirements for staff training of their responsibilities regarding privacy of student records.			
Lead Person/Position		Year of Training	
Special Education Director		2021	
Hours Per Training	Number of Sessions	Provider	Audience
0	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Crisis Prevention Institute (CPI)

Description of Training			
Confidentiality: The workshop on confidentiality is designed to meet federal requirements for staff training of their responsibilities regarding privacy of student records.			
Lead Person/Position		Year of Training	
Special Education Director		2021	
Hours Per Training	Number of Sessions	Provider	Audience
0	1	Intermediate Unit	Building Administrators Central Office Administrators

			General Education Teachers Paraprofessionals Special Education Teachers
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Signatures & Affirmations

Approval Date
2022-05-05

Uploaded Files
KathyBaker.pdf

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

Maria Scott-Bollman

Date

2022-05-05

As required by the Pennsylvania Department of Education, the School Board President for the Forbes Road School
District reviewed the Special Education Plan.

Affirmed on this 5th day of May, 2022.

By: Kathy Baker (Signature of Board President)

Kathy Baker (Print Name)

Forbes Road Board of Education